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Gen-Ed requirements debate continues

By JENNIFER MERKSAMER

Staff Writer

In efforts to eventually reshape the general education requirements at Bates, professors met on Monday to discuss issues surrounding the education of students.

For two hours, they debated proposals for additions and changes to the foreign language, social studies and multicultural curriculum.

The focus of the forum concerning the multicultural and social studies departments included a proposal that would require students to complete one course on behavior and social theory.

Differences in opinion surfaced over various aspects of the course, including how it could be implemented.

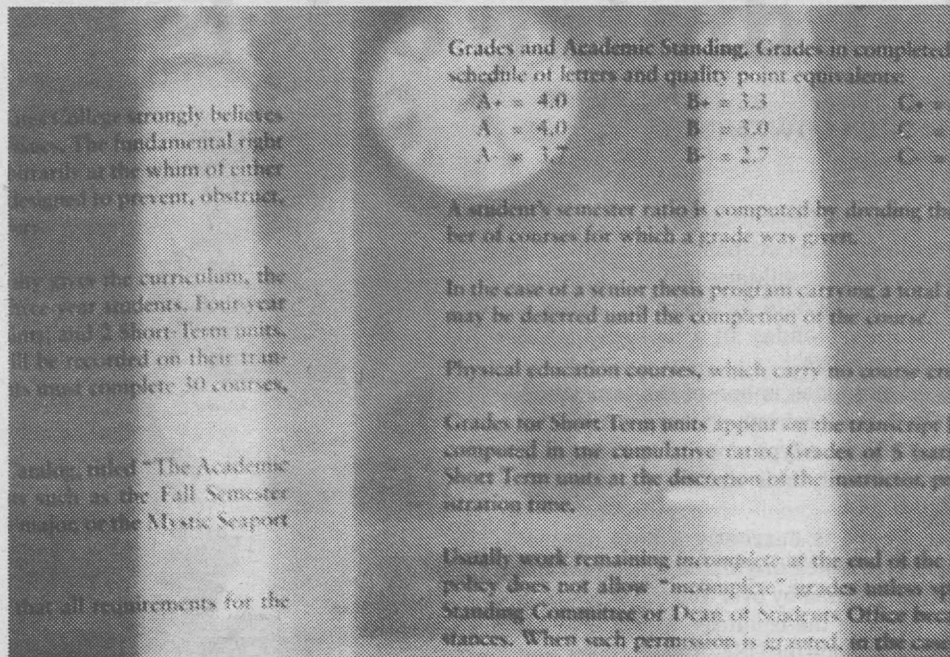
Questions regarding scheduling were also discussed. They centered on how often the required class would be offered and how often professors would have to teach it.

In addition to social studies, controversy surrounded a proposal to replace the aforementioned suggestion for a multicultural requirement.

The intent of study and the implementation of such a class resulted in considerable disagreements among members of the committee.

Professors raised questions about the number of classes needed to complete the requirement, the intent of the classes, and the content of the proposal.

The purpose behind requiring three



The fuzzy future of General Education at Bates

Patrick Serengulian photo illustration

classes was apparently so that "students would take one about the United States and two about places elsewhere," said to Associate Professor of Rhetoric Charles Nero.

The three classes would be designed to inform students about social justice, power relations and analysis of exploitation.

Moreover, the argument that the course's premise rested on returning to the original Bates ideology of promoting equality for all groups led to some disagreement

and controversy. Professors debated over the moral principal of the class and the supposed secular implications.

Some professors suggested that global culture and social justice outside of the United States should be explored by students as well. The topic was tabled, to be discussed at a future meeting.

The content of the required class and the wording of the recommendation, specifically, "the inequitable distribution of re-

sources," also sparked discussion. The question of whether the the social justice class should focus on culture and ethnicity or economics and the distribution of wealth in the United States resulted in disagreement among some.

Furthermore, attendees raised concerns about science professors unenthusiastic about teaching humanities courses.

The Foreign Language department was the last item discussed. The main concerns in the department revolved around the proposed language requirement, renaming the department and the ability to implement new criterion for graduation.

A representative from the department indicated that faculty within the department would like to change the department's name from Foreign Language to merely Language.

The department argued that a two-year (or four-semester) requirement be instated because two semesters "isn't enough to even cover basic grammar in Spanish, which is supposed to be the easiest language to learn," said Francisca Lopez, associate professor of Spanish.

The school's ability to provide enough professors and classes in foreign language if the two year/four semester requirement was passed was also questioned.

The issue of encouraging incoming students to study languages other than the widely popular French and Spanish was introduced and will be explored at the next meeting.

Bates makes progress toward Goals 2005

By AMANDA MEADER

Staff Writer

How can Bates keep pace with the changing face of education as the new millennium approaches?

That is the question members of the Goals 2005 committee have been asking themselves as they work to change and improve Bates College.

As the only current student member of the committee, Kate Perry '98 explained that liberal arts colleges need to make sure they maintain an important role in the future of education. She cited the rising cost of a liberal arts education, as well as the option for students to take classes over the

internet, as reasons why liberal arts colleges must be wary of extinction.

The Goals 2005 Committee is aiming to improve all aspects of Bates College and is accomplishing this massive goal in several phases.

The committee is comprised of various faculty and staff members, including President Donald Harward and several deans.

In January, their "Vision for Bates" was established and presented in college publications. This vision stated that Bates will remain a "distinctive learning community" that honors academic achievement, encourages expression of individuality, highlights responsibilities of students and alumni, and values differences.

The college plans to build on programs already in existence, and find ways to make the school and its graduates more "distinguished."

According to a recent report delivered by the committee, the priorities set for 1990 have largely been met. However, the committee still feels that "the challenges ahead are direct and sobering. Financial, educational, conceptual, demographic, technological, and cultural forces and issues will require that we continue to meet needs even greater and more difficult to accomplish. We will have to attend to the new, even as we reinforce the current qualities of Bates, constantly renewing their fundamental strengths."

The report contains six themes. The first is a plan to create a diverse compilation of programs and offerings. This includes plans to achieve a 10:1 student-faculty ratio, to offer students more opportunities to intern, and to "provide funding to increase the presence of visitors with specific expertise on campus."

The goal of theme 2 is for Bates Students to "be full partners in this community of learners and to take greater responsibility for their critical thinking and behavior." Part of theme 2 also addresses racial diversity. The goal is to increase the number of students of color to 25 percent of the student body by the year 2005.

Theme 3 focuses on learning, emphasizes that there are various ways in which students can learn. There are plans to help advisors and faculty members evaluate student needs, support more students being engaged in service activities, and develop new ways of encouraging informal student discussion groups.

Education is more than acquiring knowledge for knowledge's sake - so theme 4 states. The committee feels that education

is important in changing students' lives and helping them develop a connection to the world.

This theme includes goals to get alumni more involved in students' career planning, and to make a greater commitment to being an environmentally friendly college campus.

Are you worried about affording college? Theme 5 focuses on this concern, as the goal is to carefully manage "finances, resources, facilities and the environment."

The sixth and final theme is a step to engage more people in the efforts that "advance the college's mission. This will include developing the college work ethic toward greater flexibility," implementing the priorities set by the Goals 2005 committee, and "supporting the careers of faculty and staff."

Numerous other objectives are outlined on the agenda of the Goals 2005 Committee. The committee said it appreciates and encourages input from the Bates community. It held an open workshop earlier this month to elicit response.

Subsequent opportunities for students to be a part of the College's planning for the future will arise this fall.

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at
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or e-mail us at
thebatesstudent@bates.edu

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Meet Damian Frye - again

This time it's for real. Take a peek in Features, Page 8

Spin, lift, duck and twirl

Check out the inner workings of the Bates Modern Dance Company in Arts, Page 12

Taming of the Jumbos? We'll see

The Bobcat football squad stands a good chance at redemption against Tufts on Saturday. Flip to Sports, Page 14

Quote of the week:

"This is the way the world ends/Not with a bang, but a whimper." - T. S. Eliot, "The Hollow Men"

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News

Students act on referendum

By KERI FOX
Associate Online Editor

Last week two Christian groups in Maine provided enough signatures to call for a "people's veto" referendum on a new law which makes discrimination based on sexual orientation illegal. They are opposing what they consider "special rights."

This week some Bates students started acting to oppose the referendum which would repeal the just-passed law.

"We should all be deeply troubled by the persistence and vehemence of the people who are pushing this [anti-GLB rights] agenda," said David Lieber '98.

The two groups managed to get the required number of signatures, 51,131 (they produced 58,750), on the last day of the mandated 90-day period in which groups can try to get enough support to call for a people's veto.

Once the Secretary of State verifies the signatures, he has until Oct. 18, there will be a special election sometime between December 1997 and April 1998.

The ballot question will read: "Do you want to reject the law passed by the Legislature and signed by the governor that would ban discrimination based on sexual orientation with respect to jobs, housing, public accommodations and credit?"

A "no" vote would uphold the law, and a "yes" vote would repeal it.

Even though there it is not yet certain that the special election will be called for, some Bates students are already starting to organize.

Carin Edwards-Orr '98 and Jen Edwards '98 are getting a jump start on campaigning against the referendum by organizing information tables during the Saturday's football game and lunch in Merrill.

"We're trying to get the word out about the referendum. We're trying to educate people as to the exact wording of the referendum and what would happen if the it passed. We're trying to get information to the 10 to 15 percent of Bates parents who are from Maine who may be here this weekend," said Edwards-Orr about plans for this weekend.

After this weekend, Edwards and Edwards-Orr plan to keep working to stop the referendum. "We hope to continue the education on campus, to get people to register, to get out the vote. It's [the opposition's stance] really closed minded," said Edwards-Orr.

Arthur Stamoulis '98 and Jessica Brown '98, of New World Coalition, are working with many others to plan both on- and off- campus rallies as the semester progresses.

Lieber, a co-coordinator of the Bates Democrats, also has enthusiastic plans to organize a counter-campaign to the proposed people's veto.

"What we're planning on doing so far is a coffeehouse to raise awareness about this issue; we're going to be driving people to poll's. ... and registering people to vote," he said.

As the individuals, small groups and organizations gather steam, they are aware that they can be effective if they work as on their cause as a collective coalition. "We want to do a coordinated effort with the rest of the groups," said Lieber.

Red Cross lectures on landmine crisis

By SIMON LOWENTHAL
Staff Writer

The Red Cross believes that landmines are antipersonnel weapons since most of the victims are not military figures, said Red Cross volunteers to members of the Bates community Monday in a lecture on the Landmine crisis.

Landmines is one of the topics currently at the forefront of international politics. They are a type of weapon designed to maim, not kill, their victims, the speakers said.

There is currently a pact against landmines which originated in Europe and has been signed by over 100 countries thus far. Some of the countries which have not signed it include the USA, Russia, China, and a few other large military powers.

The United States has resisted signing the pact, claiming it uses "smart" mines, or mines which are programmed to detonate after a set period of time. However, these "smart" mines are only 80 percent accurate.

At this time, Maine is the only state in the country which has issued a statement saying that the President should sign the Landmine Pact.

New World Coalition sponsored the lecture, and it was presented by Julia M. Groom-Thompson of the Mid-coast chapter



Child maimed by landmine. ICRC photo

of the American Red Cross, and David Kuhns, a medical assistant who works for Doctors Without Borders, an organization that sends physicians around the world to document and practice medicine in third world coun-

tries.

Kuhns recently returned from Afghanistan, one of the most heavily mined countries in the world. There are more than 10 million active landmines currently within the borders of Afghanistan.

Kuhns described the effects of the landmine problem in Afghanistan using vivid slides and descriptions of the lives of men, women and children that were ruined by landmines.

According to Kuhns, over one third of the 2,000 people injured each month are women and children. They are often injured on their quests for food or while playing outside.

Because Afghanistan is so barren, trips to get food and wood are often quite long and involve trips through battle fields or narrow paths littered with numerous different types of mine ordinance.

The problem with this type of weapon is that most of them are located in countries which can least afford to pay for the care of the victims. It costs approximately \$3,000 per month to pay for the required medical care, and some countries have an average income of less than \$12 a month.

Because of these conditions, the International Committee of the Red Cross has chosen to take a stand against landmines.

STS long distance rates higher than major carriers

By MATT EPSTEIN
Staff Writer

When the dorm phone system was installed in the early 1990's, Bates College contracted with Student Telephone Services to provide the billing for student long distance calls. Because all phones are routed through the college, students are unable to choose their own long distance carriers, but must pay the rates that STS bills with the college's consent.

These rates tend to be somewhat higher than those of the big three carriers (AT&T, MCI and Sprint).

For example, a 10 minute call during the day through STS from Bates to New York will cost you \$3.00, while through AT&T it is only \$2.90. In the evenings, between 5 p.m. and 11 p.m., the difference is greater: \$1.90 with STS and \$1.70 with AT&T.

On weekends the difference is much more pronounced.

MCI offers a rate of 5 cents per minute on Sundays and 10 cents per minute on Saturdays and evenings, anywhere in the country, as long as you spend \$5.00 a month. STS's rate is 15 cent per minute only on late nights after 11 p.m. and weekends. Sprint has a flat rate of 15 cents per minute, as long as you spend \$30.00.

According to Jim Bauer of information services, STS sets the rates with the college's consent.

STS is actually just a billing agency for the college. STS saves the college money by handling the billing process for less than the college could on its own.

The college uses AT&T as its long distance carrier (at corporate rates). Deregulation since the installation of the dorm phone system has altered the rate structure considerably.

"We are looking at why the rates are what they are," Bauer said.

There are alternatives for students who wish to avoid the prices charged by STS.

You can get a calling card, and always use that for your long distance service. The crutch is that all sorts of companies now offer calling cards, and finding the best rates for your needs requires shopping around.

One example that can be found at Russell Street Variety is MCI cards touting a "70 percent savings." But there is no mention is made about what the rates actually are, or where the savings come from.

To find out more about these four companies' long distance rates, call STS at 1-800-947-4787, AT&T at 1-800-CALL-ATT, Sprint at 1-800-877-4646, and MCI at 1-800-SUNDAYS.

Huntington's Disease researcher to speak at Bates

Sandra McNeil, a research associate at the University of Massachusetts Medical School, will deliver a lecture titled "Reduced Penetrance and Intergenerational Instability of the Huntington's Disease Mutations" at Bates College on Thursday, Oct. 9 at 4 p.m. in Room 113 of Carnegie Science. The public is invited and admission is free.

Huntington's Disease (HD) is an inherited, neurodegenerative disorder that causes emotional, cognitive and motor disturbances. Symptoms include chorea (dance-like involuntary movements), clumsiness, slurred speech, depression, irritability and apathy. Cognitive losses include intellectual speed, attention and short-term memory. Though the symptoms can begin at any time in life, most cases involve people in their 40s and 50s whose condition will gradually deteriorate over 10-20 years until death. In juvenile onset cases, the disease progresses more rapidly and severely. HD affects one in 10,000 individuals in the U.S., and the majority of early onset cases result from paternal transmission of the HD gene defect.

In 1994, McNeil received a fellowship award from the Huntington's Disease Society of America for developing a genetic model of the disease in mice. She has been a research fellow in Harvard Medical School's molecular neurogenetics unit at Massachusetts General Hospital, where she studied how the HD gene is expressed in HD and normal brains. McNeil received a bachelor's degree from Southeastern Massachusetts University and a doctoral degree from the University of Massachusetts Medical School.

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Matthews named Esty professor

By NILS VAN OTTERLOO
Staff Writer

A gala concert honoring Alice Swanson Esty '25 and Professor William Matthews, the College's new Esty Professor of Music Composition, was held on Sunday.

The concert celebrated Matthews' and Esty's dedication to music and Matthews's new endowed chair as composer in residence.

The event featured speeches by President Donald Harward, dean of the faculty Martha Crunkleton and Professor Matthews, and culminated in a concert featuring works by French composer Francis Poulenc and Professor Matthews, including the premiere of a song cycle entitled "Ex Libris," which was dedicated to Mrs. Esty.

Among distinguished Bates graduates, Esty looms large. She graduated from Bates in a time when women pursuing higher education were an exception rather than the rule.

Beyond that, she was the first person in her family to go to college. She even had to take time off to work in order to pay for her own tuition, which at the time totalled \$150.

Esty established a stunning career as a vocalist spanning two continents, and was her entire life a major supporter of contemporary composers, including Francis Poulenc.

Matthews becomes the latest recipient of Esty's generosity to those who have demonstrated their knowledge of the musical arts with distinction.

"As a composer, it is rare in life that I have met people who champion composition," he said. "When I came to Bates 19 years ago, there were very few people who knew what it was I really did. When I met Alice 12 years ago, when she was coming to receive an honorary degree, [there was an] instant rapport between us. Here was someone who did understand!"

Professor Matthews has had a long and distinguished career, both before and after his arrival on Bates Campus almost 20 years ago.

He grew up in Springfield, Oh., where as a child he began studies as a flautist. He received his Bachelor of Music degree, majoring in composition, from Oberlin Conservatory in the 1960s. He then went on to receive his Masters in Composition from the University of Iowa.

Following that, he spent a time in Utrecht, the Netherlands, at the Instituut voor Sonology, a leader in Computer Music Composition. He then returned to the United States to receive an M.M.A and a D.M.A from Yale University.

Since then, he has composed more than 70 musical works for many diverse media, including solo instrumental, vocal, chamber, choral and theatrical pieces, as well as music composed for dance.

He has received numerous awards from such organizations as the American Society of Composers and Publishers and Broadcast Music Inc. Additionally, he has netted numerous fellowships, including ones from the National Endowment for the Humanities, the National Institute of Arts and Letters, and the National Endowment for the

Arts Composer/Librettist Program.

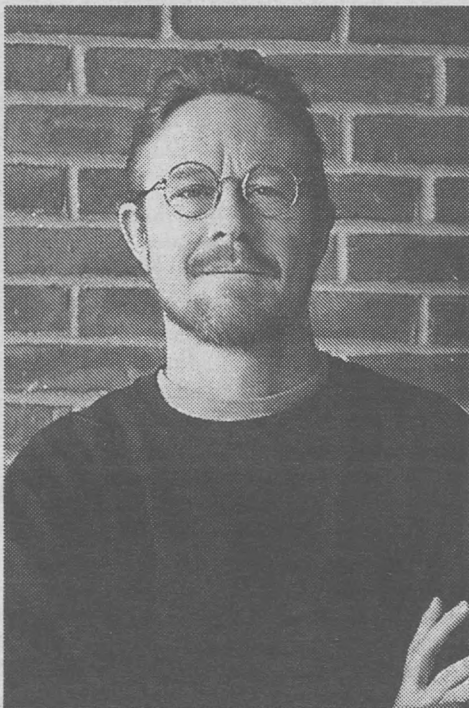
He said he counts among the most significant influences in his composition Francis Poulenc, Aaron Copland, Charles Ives, Gospel and Blues music, as well as Maine folk music.

When asked which piece of his music he is most pleased with, Matthews responded, "The piece I haven't written yet."

During the Inaugural Festivities, much praise was heaped upon Esty and Matthews for their contributions to creating and appreciating contemporary music.

Harward remarked that Esty is "a giver of song and self" and praised her for her "understanding of the central role of the arts, especially music" within the framework of a liberal arts education.

Crunkleton said that Matthews is "one of our most excellent colleagues." She



Bill Matthews: New Esty Professor Pat Serengulian photo

thanked him for "his continued gifts to his students and this college."

She went on to discuss the uncertainty of the role of music in the canon of scholarship, stressing the curtailed budgets for the arts, especially music, and commenting on the joy of experiencing performed music.

Of the Esty Chair, she said, "This gift...helps show students, faculty, alumnae and alumni the importance of the study of music."

"Admiring Bill's accomplishments and gifts we see anew the rewards of study in this field," said Crunkleton.

During the event, Matthews thanked Esty for her "generous and perspicacious gift. I urge everyone to check out the exhibit in Ladd Library of autographed scores of music commissioned by her. It is the material legacy of a life spent with music. How marvelous that she should now give such a large gift to a tiny music department in Lewiston, Me., when she could just have easily given it to any number of institutions which support contemporary music composition, and known that her money would have been well spent."

"How sensibly Mrs. Esty must have been educated," Matthews said. "How sensible she must be to know music

[composition's] function as a paradigm of music education. Music doesn't happen for free. Music is the most slippery, ephemeral, most unledgerly of arts. It takes generous patrons such as herself to ensure the methods of music's creation do not disappear."

The program of music began with three pieces by Francis Poulenc, who "was not afraid to put a nice melody in his compositions, which was somewhat rare for his time," Matthews said.

The first piece, the Prologue from *Sonate* for two pianos, was performed by Professor of Music James Parakilas and Mr. Mark Howard, coordinator of the Olin Arts Center. The next two Poulenc pieces were sung by the Chapel Singers, under the musical direction of Professor Marion Anderson.

The rest of the afternoon was devoted to compositions by Matthews. The first was a newly written song cycle dedicated to Mrs. Esty, entitled "Ex Libris," and consisted of five songs for Baritone Peter Allen '66 who was accompanied by Artist-in-Residence Frank Glazer.

Each song was composed to poems written by Emily Dickinson, Wallace Stevens, Donald Hall and Robert Farnsworth, lecturer in English.

The first, "A precious - mouldering pleasure - 'tis," by Dickinson, is about the pleasure of reading and the knowledge gained through the study of ancient literature. Next was "Ex Libris," or "From the Library," written by Robert Farnsworth. "The House Was Quiet and the World Was Calm" by Wallace Stevens followed, and after that was "The Poem" by Donald Hall. The final poem, also by Robert Farnsworth, was titled "Villanelle."

The last piece on the program, "Double Concerto" for violin and viola, played by Steve Kecskemethy and Julia Adams, instructor in viola, respectively. This three-movement work is steeped in the melodies and rhythms of Maine's teeming folk music traditions.

The Bates "Fightin' Bobcat" Orchestra performed these pieces well above the orchestra's expectations for a concert so early in the semester.

"We played way beyond even our own expectations, it was really exciting to hear us in such top form," said principle flautist Jeffrey Pelletier of the Physical Plant.

Of the piece, Matthews said, "This Double Concerto is primarily about this place, Lewiston, and its traditions and music. One thing that I love about Bates is that it is such an open community, very open to ideas. Our orchestra is made up of people from all walks of life, non-music majors, faculty, local professionals and staff. People who know that music must be central to their lives."

Matthews' advice to young composers is to "find a community. Find a group of performers and work with them... with other human beings, and know who they are."

"Don't make music and just send it out into the great, wide world, and have it played in places you've never been," he said. "That doesn't mean anything. If live music and live musicians are going to continue as a culture, as a possibility, I think we, as composers, need to create a lot of communities where our ideas can be shared and expressed and ultimately interpreted."

Sexual harassment policy: whats and hows

By EMILY WINSETT
Staff Writer

Last year at a party, a couple got into a dispute that resulted in the male pushing the female down some stairs. Security was called but did not respond to the call because they felt it was a relationship disagreement, and so it was better not to get involved. No one would help the fallen girl and, as a result, she literally dragged herself to the Security office.

Following this incident, an awakening occurred on campus.

"Students became concerned with the fact that security did not deem this incident as important enough," comments Dominique Peck, head of the Women's Action Coalition. The incident has been correlated with domestic violence in the outside world, which particularly disturbs students on campus who hold the opinion that such violence should not occur at Bates College. The question then becomes, what are the sexual harassment policies instilled in our school, and how are they enforced?

There are three major steps in sexual harassment policies within the college, as outlined by President Hayward. The first is the policy regarding sexual harassment on three different levels: faculty, staff and students. Each of these policies are listed in the respective handbooks. A common element in all of the policies is that sexual harassment charges will be prosecuted severely. Further, there is a Legal Council which anyone may go to with outside charges.

The second step regards the various procedures and routes which may be taken upon sexual harassment charges. There are three specific committees which can be reached. The first is the Common Relation Council with Bates. The second is the Maine Human Rights Commission to which violations of one's privacy although not necessarily lawbreaking acts can be taken. The third route is the Criminal Code which citizens must abide by. If something is done to an individual, which is in contradiction to the law, the police must handle the situation.

Finally, the third major step that Bates takes to protect against sexual harassment aggressors is to follow the mandatory guidelines set by state law. This is to ensure that the policies are stated clearly and accessibly, such as in the handbooks. Also, Bates must report to the Human Rights Committee all harassment charges brought to its notice. No details are necessary, only statistics. Finally, the College is required to provide training and workshops for dealing with harassment situations.

The Bates Student: providing news you want

sault, to answer questions, and to provide information and reference. If you or someone you know is confused about a sexual situation, you are not alone. Call 7275. If you are interested in becoming a volunteer contact Chris Tisdale at 6199.

The Student Health Link-a club comprised of Bates students interested in contemporary health issues. Through campus wide social and educational programs, SHL seeks to promote good health and healthy lifestyles. The meetings are every Tuesday at 6:00p.m. in the Rowe Room in Commons. Any questions? Please contact Cindy Visbaras, Health Educator, at x6199.

From the Health Center

Have you met "Icarus The Iguana" on the new '97-98' Health Center calendars? If not, please ask your RCVA for your free copy, or pick one up in the Health Center. "Icarus," like all college students, is on an introspective journey, experimenting and making choices.

Educating ourselves with accurate and current information can enable us to make

healthier choices. But our health is also concerned with caring about ourselves and learning to be our own best friend. Check out the following services provided by the Health Center:

Grief Support Group-a student run grief group is available for students who have experienced the loss of a parent or a sibling. Meetings are Thursdays at 9:00p.m. in the Health Center conference room.

Adult Children of Alcoholics-a therapy group for adult children and grandchildren of alcoholics will be offered to students this semester. Preregistration is required. Please call the Health Center for a pre-screening

appointment. Meetings will begin Thursday September 25 from 4-5:30.

My Body My Life-a support group addressing the needs of students who feel obsessed with their body shape and weight, and overwhelmed by the media's presentation of the "attractive woman". Please call the health center for a prescreening appointment. Meetings will begin Monday, October 6 from 4-5:30.

S.A.R.L.-the sexual assault response line is a group of specially trained student volunteers who run a response hotline 24 hours a day, 7 days a week. They are available to listen and give support to victims of sexual as-

The Needle

Breaking the so-called Bates Bubble

Compiled By MATT BROMLEY
Staff Writer

Poland:

The Polish Catholic Right held legislative elections Sunday to decide who will succeed the left ex-communist government which has governed the country during the past four years.

Poland's president, Aleksander Kwasniewski, a social democrat, is supposed to hold power until the year 2000. But now he must govern with a new "cohabitation" after the cohabitation with Lech Walesa between 1993 and 1995.

Serbia:

More than 7 million Serbs voted Sunday for their president and to renovate their parliament.

After the closing of the voting booths at 8 p.m., the central electoral commission indicated that the percentage of voter participation was greater than 50 percent. (For a president to be elected by popular vote, the voter percentage must be greater than 50 percent).

In the legislative elections, a boycott of one party of the opposition may permit the Socialists of Slobodan Milosevic to retake the ballot. The leftist coalition (which resembles the Socialist party), the New Democracy Party, and the leftist Yugoslavia United Party are the favorites. Twelve parties of the opposition are boycotting the ballot because they assert that arbitrarily bringing the number of circumscriptions from nine to 29 then the Socialist Party will maneuver to assure 40 seats to Kosovo on the 250 that count in Parliament.

Algeria:

Between 180 and 200 people, according to witnesses, were massacred Monday night at Bentalha at the doors of the capital, in the suburbs of Alger. The official count is 85 dead and 67 wounded. There were dozens more wounded, some in a grave state. Most of the victims were women and children, throats cut or burned to death in their own houses.

Elsewhere, at least one person was killed and many more wounded in a bomb explosion Tuesday in a cafe in Reghaia, about 30 kilometers south of Alger.

These new killings came 24 hours after a speech given by Liamine Zeroul, the president of Algeria. The speech affirmed that Algeria was determined "to definitively extirpate the evil of terrorism."

Ireland:

A first since 1921, the Protestant Unionists and the Republicans of Sinn Fein found themselves at the negotiating table.

The Protestant Union and the Sin Fein Republicans spent 45 minutes in conversation. It was enough time for the leader of the Protestants to demand the expulsion of Sin Fein. They then left the table without waiting for a response from the Republicans. Negotiations resumed Wednesday.

Israel:

On Wednesday, Israeli Prime Minister Benjamin Netanyahu announced the construction of 300 new houses in the Efrat colony near Bethlehem. This announcement comes after a call launched by Madeleine Albright during her recent visit to the region.

The Israeli-Palestinian negotiations have frozen since the construction, last March, of a new Jewish quarter in East Jerusalem which provides 6,500 houses.

Indonesia:

A direct consequence of the smoke produced by the fires on the islands of Borneo and Sumatra has been two deaths, in Indonesia, due to respiratory problems.

For two weeks the air pollution has directly menaced the health of 20 thousand people in the region. The smoke extends over thousands of kilometers and concern is mounting in the Philippines, the Isle of Phuket, and Thailand.

Network policy hits student wallets

By ROB PELKEY
Online Editor

The new year has brought with it a number of policy changes regarding the networking of student computers. New scheduling options for installations are in place in an effort to better accommodate student schedules.

However, students must now purchase their own network cards before connecting a new machine to the network.

In an effort to make student networking more convenient, Information Services held a series of afternoon installation sessions in Chase Hall during the first week of classes, to which students could bring their computers to have network hardware and software installed in them. About 140 students took advantage of the new installation sessions to have their computers networked.

The new installation sessions are an experiment which Information Services said will hopefully make it easier for students to fit the installation procedure into their schedules.

While the diversity of student schedules makes it next to impossible to find a single solution that satisfies all students, staffers said that the options available this year will come close to doing just that.

"The aim is to create a system that works, that gets the job done, without creating a bureaucratic nightmare," said one Information Services staffer who declined to identify himself.

Most of the 140 students whose com-

puters were networked in the afternoon installation sessions waited in or just outside Skelton Lounge while their machines were being worked on.

A line of students waiting to be served formed outside the room; waiting times varied widely, from over two hours during the busiest periods on Friday to immediate service at times Tuesday and Wednesday.

A smaller number of students, with schedules constrained by classes and athletic practices, dropped off their machines and picked them up at a later time, usually the following day.

While a large number of student computers were networked, the sessions did not take care of all demand for network connections.

Information Services staffers made an estimated 300 "house calls" to student rooms last year to network computers, and have plans to make another series of house calls - albeit a smaller number - this year.

The other major change in policy is that students will no longer receive free network adapter hardware from Information Services.

As of August 1, Information Services has stopped making new network hardware loan agreements with students.

All students bringing new computers to campus must now purchase their own network adapters. Returning students who presently have network adapters loaned to them may continue to use them until they graduate.

Two primary motivations exist for this

new requirement. First, over time it became clear that the aging pool of loaner equipment would not be able to keep pace with continuing advances in computers and system software.

"It's not new technology," said Susan Nattress, the Information Services staffer in charge of student networking. She added that it would be prohibitively expensive to purchase the new types of network adapters, like PCI and PCMCIA cards, required by late-model student computers.

Second, large numbers of graduating seniors failed to return their network cards before leaving Bates. Since students are billed the fair-market used price of the equipment, the College incurred a financial loss for every card not returned.

Students may now purchase "supported" models of network adapters through the Computer Sales division at 110 Russell Street. The equipment was also available for sale at the Skelton Lounge installation sessions.

Adapters from the loaner pool that would have been given to students this year are now being sold as used equipment; used adapters are available for as little as \$10.

According to Nattress, Bates' policy of loaning network cards to students was rare, if not unique, among other colleges and universities.

Equally rare are Bates' network installation policies, under which students may either bring their computer to a central location to be networked, or have a consultant pay a "house call" to service their machine.

Welfare reform advisers to speak at Bates

Peter Edelman, a Clinton-administration appointee who recently resigned in protest over the new national welfare law, and Kevin Concannon, commissioner of the Maine Department of Human Services and a welfare-reform supporter, will discuss the implications of welfare reform on the national and state level at Bates College on Mon., Oct. 6 at 7:30 p.m. in Chase Lounge. The presentation, sponsored by the Bates Democrats student organization, is open to the public without charge.

"The bill that President Clinton signed is not welfare reform. It does not promote work effectively, and it will hurt millions of poor children by the time it is fully implemented," wrote Edelman, former assistant secretary for planning and evaluation at the Department of Health and Human Services, in "The Worst Thing Bill Clinton Has Done," which appeared in the March 1997 issue of The Atlantic Monthly. "What's more, it bars hundreds of thousands of legal immigrants — including many who have worked in the United States for decades and paid a considerable amount in Social Security and income taxes — from receiving disability and old-age assistance and food stamps, and reduces food-stamp assistance for millions of children in working families."

Now a professor of law at Georgetown University, Edelman received degrees from Harvard College and Harvard Law School.

He served as a law clerk to Supreme Court Justice Arthur J. Goldberg before taking a job in the Kennedy administration's Justice Department. He has been director of the New York State Division for Youth and has written many articles and op-ed columns on public-policy issues ranging from poverty to privacy.

Concannon, Maine's Department of Human Services commissioner since February 1995, advised the Clinton administration on welfare reform as a member of the American Public Welfare Association's Welfare Reform Work Group. He was director of Oregon's Department of Human Resources from 1987 to 1995 and was commissioner of the Maine Department of Mental Health and Mental Retardation from 1980 to 1987.

Concannon has been a member of the Robert Wood Johnson Foundation's advisory council on children's mental health and the Kennedy School of Government's advisory group on mental health leadership. He also has been an adjunct professor of social work at Portland (Ore.) State University and the University of Connecticut Graduate School of Social Work. A graduate of Cheverus High School in Portland, Maine, he received a bachelor's degree from Saint Francis Xavier University and an M.S.W. from Saint Francis Xavier and the Maritime School of Social Work.

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The Department of Education now offers two options for earning a secondary concentration in education. One plan requires student teaching during senior year and leads to certification as a teacher in grades 7-12. The other provides an oppor-

tunity for students who can't or don't wish to teach to pursue an individualized program in Educational Studies. A brochure explaining both options is available from the Dept. of Education. Although Bates does not offer certification for elementary teaching, we can tell you what is required to teach below grade seven.

For more information and a chance to meet (and have your questions answered) by faculty members and students in the program,

RA holds first meeting

By MATT EPSTEIN
Staff Writer

Students raised concerns about parking on campus, the budget process and dorm conditions at the year's first Representative Assembly meeting on Monday.

Soon after President Liam Clarke welcomed the incomplete assembly, members in attendance discussed the issues they think the RA should address this year.

James Papa '00 asked the assembly to deal with the lack of parking spaces on campus, particularly around Smith and Adams Halls. Several other members concurred, asking that something be done before the onset of winter. As Papa said, "Merrill is not the solution, especially when winter starts."

There were questions over the budget process that the RA is responsible for. Students asked that the funding guidelines be reexamined, and that the assembly's attempt to get more than the usual increase in the overall funds should reflect the growing number of student organizations on campus.

Several students voiced concerns over conditions in the dorms.

In other matters, students also made a call for the restoration of cable television, which is apparently to return soon. It was also suggested that the RA work with the Environmental club, the Physical Plant and the house councils to ensure that proper recycling takes place in all dorms.

There was a call for members to serve on several of the major committees that currently have vacancies. In a passionate speech, Parliamentarian Shu Ware '98 reminded the assembly that good student government requires enthusiasm from those who would participate in it.

Clarke then asked that members discuss how to make the RA more visible to other students. Members suggested that newsletters be distributed in a variety of ways to alert students of the RA's monthly developments. It was also suggested that an e-mail discussion group be formed to allow the whole community to take part in RA discussions outside of the weekly meetings.

The RA holds open meetings on Mondays at 7 p.m. in Skelton Lounge.

Forum

Peering in on chemical free housing

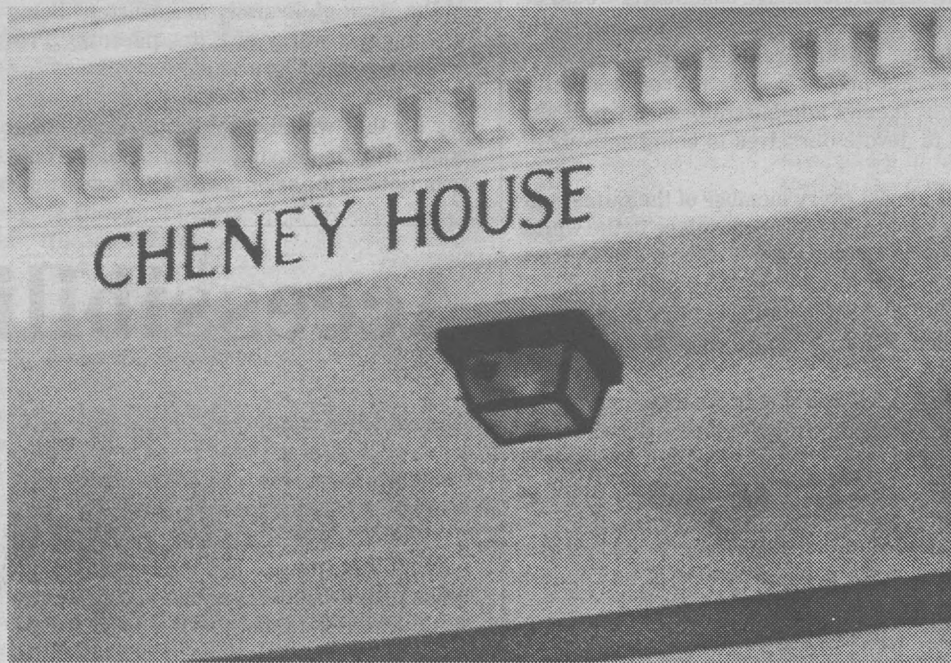
The Cheney house R.C. sheds new light on life in "the house on the hill"

By JESSICA LORD
Staff Writer

So what is "Substance-Free Housing"? Who are the people that live in that big yellow house on the hill called Cheney? Do people actually live there by choice? What do people do in Cheney for "fun"? I am sure that most of you have asked yourself some or all of these questions. As R.C. of Cheney House, I was in a good position to ask these questions to residents of the house and to students that live elsewhere on campus. As I found out, the answers varied depending on who you asked.

Let's tackle the first question: "What is Substance-Free Housing?" According to the contract that residents of Cheney have to sign (yes... there actually is a contract), Substance-Free Housing is defined by several conditions: 1) residents can not at any time possess alcohol or any other controlled substance in the house 2) residents can not enter the house in an intoxicated state 3) visitors to the house must abide by these same guidelines. To some, this may sound strict. The important thing to note is that all of these guidelines refer to behavior INSIDE of the house and not in any way to behavior outside.

Now who are the people that live in Cheney, and did they choose to do so? Cheney



Cheney house serves as one of two chemical free residences on campus.

Hampton Kew photo

has 39 residents this year: 26 females and 13 males. Every resident that I have spoken to - first-years and upperclassmen - specifically requested to live here. In fact, Keith Tannenbaum, coordinator of housing, stated that there was a significant number of requests for substance-free housing this year. The fact that there are 22 first-years in

Cheney this year attests to that. That leads us to the next question: why do people want to live in a unique environment like Cheney? I had the opportunity to ask many of my fellow residents that question. Baldwin's, four year resident of Cheney, said, "I love the atmosphere! Everyone in the house has a common thread: wanting an environment full of

respect and fun but free of smoke, alcohol, and other drugs." Shelly's feelings were reiterated by many of the other residents who feel that Cheney provides a clean, quiet (at least most of the time), comfortable living space that is a lot like home.

One first-year male resident stated that he chose substance-free housing because he himself is not a big partier and he thought that it would make him more comfortable to be living with people who felt the same way. Others mentioned the good study conditions, the great lounge and kitchen, the rapport with the other residents of the house, and the option of "partying somewhere else and then coming home" as reasons that they enjoy living in Cheney.

If the residents of Cheney think substance-free housing is great, what do people who live outside of Cheney think? There seems to be some variety in the answers to this question. Many Cheney residents that I spoke with mentioned that a typical response when telling someone that they live in Cheney is: "Oh... Cheney. Did you WANT to live there? WHY? What do the people there do for fun?" So perhaps there are some perceptions out there of Cheney residents as socially "different"... "perfect" people that are opposed to having fun. Guess what! No one - including Cheney residents - is per

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How Bates College disabled me

Bates senior voices his opinion of accessibility at the College

By SHAWN DRAPER
Staff Writer

"Learning should be engaging; it can occur not merely in the classroom, not exclusively with faculty mentors, but also with student peers... Students learn not only from the cocurricular and extracurricular, but also from their experiences within the community. Bates will create the times and places for interaction, engagement and reflection." This is a quote from the "Goals 2005 Provisional Priorities Report." It stresses the importance of student interaction — both in and out of the classroom — as well as Bates' responsibility to create places for such interaction to occur. We learn from each other in many different ways. Most students say they learned more about life outside of, rather than in, the classroom. We all know the importance of peer interaction, not just for our intellectual well-being, but for our mental and emotional well-being as well. A lot of people will say the number one reason they came to Bates was its friendly and open atmosphere. I'm certainly one of them.

Now imagine what your Bates experience would be like if this interaction with your peers was severely stifled somehow. The interaction still went on, you just couldn't get to most of it. For the sake of argument (especially my argument), let's say you were denied access from any place which had stairs and no ramp. (Elevators are important too; however they are much more expensive than ramps and I'm trying to keep this as modest as possible.) So if your friends live in an inaccessible dorm or house, you

cannot just stop by, unless you want to be subjected to the hassle (and danger) of them trying to get you in there. If there's a party on Frye Street, be ready to be carried by friends who might not be in the best shape to help you back down at the end of the night. Want to go to Frye Street Union? Well, hope there's someone there to help. Want to look for a job at OCS, or get help from the Writing Workshop? Maybe they can bring the resources out to you. If you dare to try to see a movie in the Filene Room, bring a helmet.

Now I get to how I chose my title. A person is only disabled within context. I'm in a wheelchair, and there's no way around that, but if every place was wheelchair accessible I'd be much less disabled. Since Bates is inaccessible, I am more disabled. It's not anyone's fault that I'm in a wheelchair, and it's definitely not Bates', but being in the chair is not necessarily the problem. (At least not the only one, and not a problem anyone can change.) The problem is that buildings have been made, and not changed, that don't allow people in chairs. Bates is very proud of its egalitarian history, and refuses to even have fraternities, sororities, or any other group that isn't open to everyone because that would be too exclusive. But there are several places I can't get into. If it was for any reason besides my chair that I couldn't get into all these buildings, the school would do everything in its power to get me access. But since my barriers are considered physically, and not socially, created Bates feels it doesn't have as much of a responsibility to deal with them. However, my alienation has the same consequences: I am cut off from this



Most Bates entrances lack such luxuries.

Patrick Serengulian photo

social interaction/learning, and made to feel like a second-class citizen. I would also argue that these barriers are not just physical, but also social. These buildings don't just appear; they are built by a society that doesn't value or even respect the interests of those who can't climb stairs. I, not saying any of this to sound bitter or angry; I really like Bates. I'm only saying this to show how society can choose to enable or disable people. The people who are now at Bates didn't build these inaccessible buildings, but they could do something to change it.

Bates says it's progressive, but state schools are far ahead of us. (If I went to Keene State in New Hampshire I could pay one third of the price, and have access to most of the campus buildings.) Of course, there have been ramps put up in the past year, but that happened only after I had several meetings over the past two years with the president, treasurer and head of maintenance (as well as doing the "Where's the Ramp?" Question on the Quad.) Further

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Editorial

Questioning the state of apathy

Apathy. The term gets slung from lip to lip all over the Bates campus; it is applied to students by other students, by faculty in reference to students, by administrators about faculty, and so on. It is the insult that is meant to incite, it is a call to arms. Those who are apathetic are those who need to be prodded, changed, given a cause. Those who are apathetic are irresponsible.

Nonetheless, this overuse of the word apathy must be questioned. Are those that do not attend lectures on race apathetic? Are those who do not scan newspaper headlines apathetic? Are those who do not volunteer in the community apathetic? Are those who do not do all of their reading for every class apathetic? Are they all apathetic and irresponsible - to their professors, the college community, the outside world?

We need to stop and consider what a truly apathetic college community would be. A campus devoid of student organizations and lacking in a volunteer office. Classrooms empty of attentive professors and curious students. Muskie Archives without lecturers, walls bare without fliers advertising speakers, events, protests. Is Bates truly apathetic?

Or is it simply that we are college students, faculty, administrators, and staff who are too busy and too overwhelmed to be able to devote ourselves to being actively involved in everything?

It does not seem incorrect to assume that almost every member of the Bates community is responsible in some way. As we grow older and realize our place in the world, we define our priorities, and unfortunately these priorities cannot embrace every concern. It should be enough to commit to our individual priorities and to accept full responsibility for them. It does little good to accuse others of having different priorities, of not being committed to our own; in any event, accusing others of apathy merely contributes to more of the same.

This is not to excuse or justify a lack of concern. We should, as a community, be aware of the various issues and interests that are significant to those with whom we share our space. An inability to participate actively in everything does not necessarily imply insensitivity. Not being able to commit completely is not an excuse to not know or not care.

We also need to recognize that while a lack of concern is a danger, spreading ourselves too thin by not prioritizing or by trying to commit to everything is no solution either. Overcommitment often leads to the inability to accomplish anything.

It is only when we are committed, when we have decided what priorities to be responsible to and for, then it is apathetic to not fulfill these responsibilities. Part of adulthood, part of being a member of a community, is to accept the duties to which we have bound ourselves.

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The Bates Student

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The Bates Student is published weekly by the students of Bates College when the College is in session. Editorials represent opinions of the editorial board. Views expressed in individual columns and features are those solely of the author.

As the section name suggests, the opinion pages of The Student are intended to be an open forum for the Bates community. To this end, we invite members of the community to contribute to it.

Letters to the Editor must be received on Wednesday at noon if they are to be considered for publication in the next issue on Friday. All letters must be signed, but under special circumstances the newspaper may withhold names upon request. People may deliver single-spaced, typed letters to 224 Chase Hall, or mail them to The Bates Student, 309 Bates College, Lewiston, ME 04240. They may also submit letters on a 3.5 inch computer disk, or by e-mail to soleary@abacus.bates.edu.

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Subscription rates are \$25 for the academic year, or \$15 per semester. Checks should be made payable to The Bates Student.

L/A is white, but diverse

To the Editor:

I write to you regarding the article "Growing up in the Bates Bubble," which appeared in last week's issue. Before all else, I would like to commend Tina Iyer for a job well done; I thoroughly enjoyed the content of the article and the style in which it was written. Great work!

However, I would like to take issue with a statement that hides near the end of the article. While speaking of the "lack of diversity in Lewiston" being the "biggest worry of Bates parents," Professor Georgia Nigro is quoted: "I'm sorry it's so white." Apologizing for the "whiteness" of the surrounding community is denying the value of the contributions of the several ethnicities who built

this community, and unjustly so, simply because these groups happen to be white.

The Lewiston-Auburn area is rich in Franco-American culture, and Irish-Americans were a strong force in building the two communities. The state of Maine, generally criticized by outsiders because of its "lack of diversity," is home to descendants of just about every nation and ethnic group in both Western and Eastern Europe. I would think that we should appreciate this cultural heritage and the values that are part of it, as we would any other, rather than being sorry and even ashamed that it exists.

Sincerely,
Benjamin Kloda '98

Letters to the Editor

Accessibility at Bates

Continued from Page 5

Conmore, there was a ramp that was promised but not made. Last year, after "Where's the Ramp?" three ramps were promised, but only two were put up — the one between both Milliken and Whittier, and the one at Wilson. But the school did not make a ramp to OCS (which would be nice since I'm a senior) like they promised. If Bates wanted to be progressive, it would have made accessibility a priority before I got here (or at least without me having to bug them once I did arrive.) So what has Bates done to make buildings accessible? Here is the list of ramps (first floor access): 227 College (which they had to do legally since it was renovated), Hacker, Milliken/Whittier, Wilson, the Student Employment Office, the Health Center (to a door that is always locked), the PolSc House (which is my major), Admissions, Service Learning/Chaplain's Office, the Multicultural House, the Alumni Gym, and the Alumni House (which has a really expensive cement and brick one that could have made several wooden ramps, but it impresses alumni I guess.) However, twenty (of 25) house dorms are still completely inaccessible, as well as two conventional dorms (another two dorms only basement access), three academic buildings, four (of five) faculty houses, OCS and the Writing Workshop — still inaccessible.

Bates says it doesn't have the money to put up more ramps. I should point out that I've only ever asked for ramps and first floor access to dorms and houses. This is cheaper than dealing with elevators, and there is a lounge on most first floors to hang out in anyway (especially important since there's no student center.) I've also always said that I want the most ramps for the money, because some houses are easier than others. So for example, when they said that they could either put up one ramp to both Milliken and Whittier or one ramp elsewhere, I said put up the Milliken/Whittier one (even though I personally never go there. These ramps aren't just for me; it's the principle.) I've been more that reasonable when told that there isn't enough money over the past three years. But where's my \$29,000 going? Or how about the extra \$9.3 million from the \$50 million campaign? I've even listened as they told me that a ramp couldn't be put up a certain way because of aesthetics. I think that a ramp can be put on all these houses that wouldn't be considered "obtrusive," but even if one were, I think all ramps add to the attractiveness of a house.

Legally Bates only has to make "reasonable accommodations" so that a student has access to all of its services (e.g. to take classes, live and eat. The law sound a lot like "separate, but equal," but of course that's another entire article). Bates has done this, but how well it has done it is another story. Even though I've lived right next to the porch on Parker (one of the few places I can) for

three years, I still have to go around back and up the elevator. When I go to eat, I have to take the slow and heavy chair lifts down to the mail room, the elevator up. Pettigrew, Libbey, the second floor of Coram and all of the Department Houses (except PolSc) are inaccessible. My classes are moved, but meetings with professors becomes more difficult because an appointment to meet elsewhere needs to be made ahead of time. Now I'm *not* asking for a ramp on the front of Parker or Chase Hall; they're already accessible. And I don't mind moving classes or making appointments, the point is Bates hasn't done that much anywhere! They didn't even have a handicapped-accessible van (almost every other school does) until last year when CSA got a new one. A lot of colleges (public and private alike) have an Office of Disabilities, or at least a person (specially trained) to help the vast numbers of those with learning difference (as well as physical). Bates doesn't!

If Bates wants to call itself progressive, it should at least try to catch up with most of the state schools (as well as a significant number of private college) around the country. In my experience, when the administration wants to get something done, it gets done, and done fast. I'm not asking for everything to be full-accessible — not even close. I just want to be able to get into the first floor lounges. I simply want wooden ramps. Obviously this can't all be done overnight, or even in my remaining time here, but I'd just like to see a significant effort. Even though the people at Bates today didn't create those barriers that discriminate against the disabled, Bates has taught me that inaction in the face of what is clearly wrong is complicity, and that what we take for granted as universal usually is not. People think that the reason I can't get into the buildings is because society built them a certain way, (which is not the only way). *I would be less disabled by my Cerebral Palsy if Bates (choosing to recognize and respect my condition, not as something "less than" some ethereal "norm," but as a diverse body type in the wide spectrum of body types whose interests were not respected when the buildings were made) took the effort to put up some ramps.* The ADA is considered the civil rights act for those with disabilities, and I think that *rights (of access) should apply all the time, not just when it's cheap or convenient* for those in charge (though that thought may unfortunately conflict with the Act itself). I opened this article with a quote from "Goals 2005," so I'll close by pointing out that even though the school has said it would work harder on accessibility, there is no mention of it in the thirteen points of "major physical projects to accomplish" for 2005 (and even simple "quad improvements" and restoration of the Puddle made the list).

Equal or special? Gay rights in Maine

A Bates Democrat argues against the blockage of Maine's gay rights bill

By DAVID LIEBER
Staff Writer

The seemingly biennial debate over gay rights is once again emerging, prompted by an overzealous consortium of organizations including the Christian Civic League, the Christian Coalition, and Concerned Maine Families who are seeking to overturn a law recently passed by the state legislature and signed into law by Governor Angus King.

The law, which amends the Maine Human Rights Act to include sexual orientation as a protected civil rights category, was set to become effective earlier this week. The Maine Constitution, however, stipulates that "non-emergency laws" may be prevented from going into effect if 10% of the voting population in the last Governor's race signs a petition to bring the law before the people in the form of a referendum. In a rare procedural move rarely invoked, the aforementioned consortium of organizations gathered the 59,000 signatures (more than 10% of the vote in the last Governor's race) necessary and the law will now be voted upon by the people of Maine.

The referendum asks "Do you want to reject the law passed by the legislature and signed by the Governor that would ban discrimination based on sexual orientation with respect to jobs, housing, public accommodations and credit?"

A similar referendum was placed on the ballot in 1995. The infamous Question 1 would have prevented the legislature from adding sexual orientation as a protected category under the Maine Human Rights Act had it not been rejected by the voters in Maine.

Paul Madore, a Lewiston native and vehement opponent of gay rights, promises

that a "kinder and gentler" approach based on "compassion" will guide this referendum. Perhaps I shouldn't be surprised that Mr. Madore believes that a "kinder and gentler" approach to homophobia exists. Mr. Madore has the unenviable task of attempting to hide behind a cloak of tolerance while he simultaneously promotes a referendum that would effectively brand gays, lesbians, and bisexuals as second-class citizens.

This referendum is nothing more than intolerance masquerading under the rubric of "compassion." The consortium of groups that are pushing this referendum will make two arguments: 1) Gays and Lesbians don't experience the same prejudice as other

groups protected under the Maine Human Rights Act, and therefore adding sexual orientation to the Maine Human Rights Act amounts to "special rights" not equal rights and 2) Business owners should not have to service homosexuals if they are morally opposed to their lifestyle.

I just wish the advocates of this refer-

endum had been on the campus of Bates College this week, when an overwhelming majority of posters put up in Chase Hall by the Gay, Lesbian and Bisexual Alliance (GLBA) were either defaced or mysteriously disappeared. The right to freedom of speech has never been a "special right," at least in the Constitution I read.

The relentless zeal with which advocates have pushed their agenda ought to be proof enough that Maine needs a statute protecting citizens who may be discriminated against because of their sexual orientation. What is even more disturbing is the practical effect that passage of this referendum would have; gays and lesbians could be the victims of flagrant discrimination in employ-

ment, housing, public accommodations, and access to credit with no legal recourse. A restaurant owner who saw a gay couple exchange a kiss could refuse to serve them. A bank could deny a lesbian couple a loan merely because of their sexual orientation. The United States used to permit the private sector to conduct itself in unscrupulous ways such as this; it was called Jim Crow.

The notion that business owners should have the right not to serve certain people because they are morally opposed to their lifestyle is a frightening prospect indeed. Anyone who reads this article could deny me service at their establishment because I am a Democrat. My lifestyle could be a substantial source of contention for them. Should the way I conduct myself in the political arena restrict my freedom? Of course not.

So why then should what gays and lesbians do in their private lives be subject to more intense scrutiny? And why, for that matter, should what gays and lesbians do in their private lives be the subject of a public referendum?

The citizens of Maine must now decide whether they want to codify in law the intolerance and homophobia that this referendum breeds. And the students of Bates must decide if the egalitarian ideals that are the moral foundation of this college are important enough to foster in the larger community.

*This referendum
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"compassion."*

Insights on "Ugly Ducklings"

Stereotypical representations of gays and lesbians

By JUAN IGNACIO ECHAZARRETA
Staff Writer

Our primary motivation in the writing of this editorial is to warn the potential audience of this weekend's production of "Ugly Ducklings," a play written by Carolyn Cage and directed by Lauren Todd '99, that this play perpetuates certain negative stereotypes of gays and lesbians.

While it is not our intention to fault Todd or her cast, we would like to express our concern, having read the play, about these commonly harbored stereotypes. We acknowledge that we have neither seen this particular production, nor do we know how the characters will be represented. We also understand that Gage's intention is to combat homophobia, but there is enough in the content of the play to suggest that the author's stance on homophobia is actually defeated.

There are concrete examples within the play that demonstrate a stereotypical representation of gays and lesbians, specifically lesbians. For example, the main character Renee has been constructed as society's image of the "butch woman."

She has a shaved head, five earrings in one of her ears, and wears "non-feminine" clothes. More importantly, Renee's character was the victim of sexual abuse as a young child by one of her mother's many lovers. Traditionally, society has conceived that lesbians are who they are because they have been the objects of sexual abuse, primarily rape. Such a misconception furthers the myth that lesbians are wounded women who turn away from men out of anger and fear due to earlier victimization. It does not allow for a larger spectrum of reasons for lesbianism, either biological or "naturally social," or for that matter, the possibility of bisexuality.

Another character who is traditionally feminine, Angie, is constructed as a character in a state of liminality. She has not yet begun the difficult process of self-discovery, therefore she is the "perfect prey" for Renee,

an already identified lesbian. At the end of "Ugly Ducklings" Angie becomes a lesbian as a result of Renee's involvement in the development of her sexuality. This perhaps "natural development" of Angie's sexuality appears to the reader as a form of coercion and thus reinforces the commonly held notion that lesbians somehow "convert" women who otherwise might have had heterosexual tendencies.

Yet another essential character in the formation of the plot is the militant middle-aged camp leader, whose sexuality is ambiguous. She is unmarried and has close friendships with women, but she is violently homophobic. One of the possible reasons for her outright homophobia, as suggested by the play, was a lesbian love affair gone awry. In other words, she was part of a relationship that was taken to the extreme in the sense that she crossed the border between a "normal" relationship and an "abnormal" one. In the camp leader's eyes, relationships between women, if too intense (which is lesbianism), is abnormal.

This camp leader's position on lesbianism is illustrated by her attempts to intervene in the developing friendships, or perhaps possible "relationships" between a younger camper and an older camp counselor.

Once again, Gage perpetuates the stereotype of the bitter scorned lesbian who denies her own sexuality out of fear, and feels duty bound to prevent other girls from experiencing what she had experienced as a young adult.

It is not our intent to condemn the artistic merit of the play; that is for the audience to judge. However, we would like to inform the campus community that "Ugly Ducklings" is fraught with negative stereotypes of gays and lesbians. We ask that you watch the performance with an open mind and a critical eye.

(The author is a member of GLBA.)

**Take a stand.
Write for Forum.**

Cheney House revealed

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fect. We all have a fair share of tarnish on our halos. We are all college. We work hard, sleep little, and need to let loose every once in a while.

Despite some of the negative perceptions of Cheney and Cheney residents, there are people who view substance-free housing in a more positive light. Two male first-year residents of Cheney said that as members of athletic teams they have never been treated differently by others as a result of their status as "Cheneyites" and that some team members even respect it. Jennifer Edwards '98 and Carin Edwards-Orr '98 told me that although they would not choose to live in

substance-free housing, they feel it is an important option to have on campus and that they have many good friends that live in Cheney.

Yes, Cheney is different from the other houses and dorms on campus and the people that live in Cheney might not be just like you. But, the fact that we have many four and three year residents in the house illustrates that substance-free housing appeals to certain people and that residents feel strongly about the yellow house on the hill that they call home. But "different" does not make it "bad", "worse", "good", or "better". It makes it a unique environment that is centered around the concept of respect. Isn't that what we all want in a living situation?

Writer claims editor is "insensitive"

To the Editor,

I commend Michelle Wong's intent to set fire to some sort of controversial spirit among the student body...isn't that what this school year was missing?

After all, we had just made it into the third full week of classes without an incident. We must have all let down our guards for a moment there.

But not you, Ms. Wong, you managed to keep your senses at their peak so as not to miss a beat. Isn't that what we want here, to be on our tippy toes ready to pounce on any incident which even treads on possibly being offensive?

What occurred between Pete Kawada and Prof. Wagner is irrelevant here. What matters is the fact that Ms. Wong went against Kawada's sincerest wishes not to have the article printed.

But she would have none of that. This was too grand an opportunity to pass up, even if it meant going against the wishes of

the student involved in the incident.

I have a set of steps that Ms. Wong could have taken to prevent this poor use of space in the Student:

Step one: Get into car. Step two: Drive to Blockbuster video. Step three: get out of car and enter store. Step four: rent video titled "Citizen Ruth." Step five: Repeat step one. Step six: repeat step two with final destination being Ladd library. Step seven: find viewing room (preferably one not in use)

and watch (utilizing VCR technology, instructions for use can be found on machine) movie. Step eight: Watch movie and compare events of film to Ms. Wong's actions last week. Step nine: Experience mind-numbing revelation that perhaps Ms. Wong was somewhat insensitive with regard to her defiance of Pete's wishes.

Sincerely,
Christian Oberle '98

Letters to the Editor

Be like Gumbel. Be the sports editor. Please. We'll pay you.

Features

Damion Frye: educated by educating

Damion Frye reflects on his participation in the Urban Education Semester

By ERICA J. ELLIS
Staff Writer

When the "signifiers" of race, culture and heritage do not make themselves apparent in the hegemonic forms that we are trained to look for, placing someone in the "proper racial box" becomes at best difficult, and most certainly inadequate.

Such was the experience of Damion Frye, a Bates senior of mixed European and African ancestry, which compelled him to turn to the Urban Education Semester as an alternative to spending the second semester of his sophomore year at Bates. "In an education class here at Bates first semester of my sophomore year a white student couldn't see past my skin color to realize my heritage. It drove me away from Bates college, from this place. It [the Urban Education Semester] was the only program open to sophomores and I already knew that I wanted to be a teacher," said Frye.

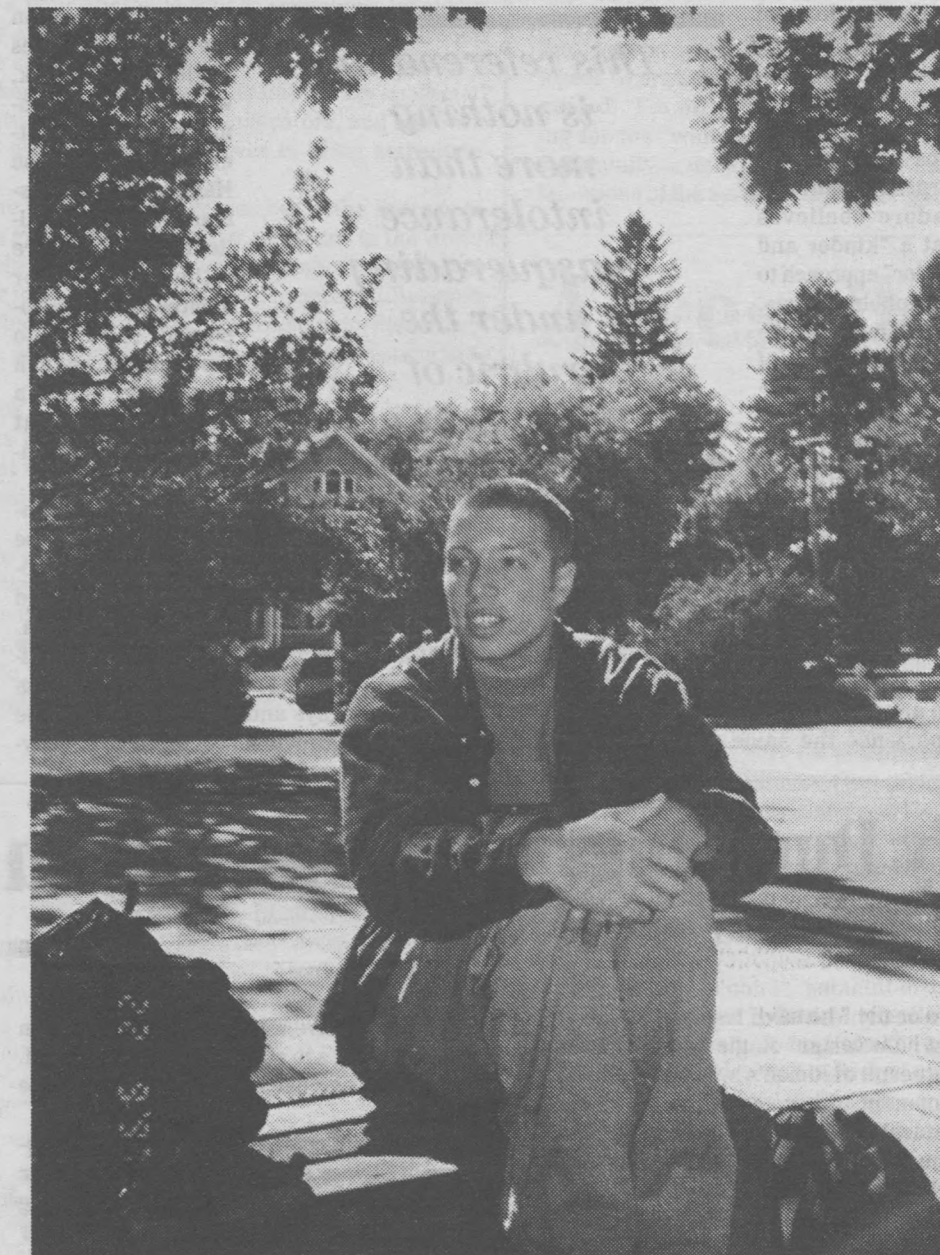
Urban Education Semester is a program run by the Venture Consortium based at Brown University. Frye explained that on this program students from liberal arts schools such as Brown, Bates, Vassar and Holy Cross are immersed in "real life and real education" for one semester while teaching full time at least three days a week. They teach primarily at elementary schools in the Harlem area such as the East River Elementary School where Frye taught.

In addition to teaching within the school, participants in this program take graduate level courses in education at Bank Street College with other, full-time teachers. One of the advantages of such a program, said Frye, is that "the program exposes potential teachers to issues of race and class that you usually don't get at upper-class, liberal arts schools."

The group that participated in the program along with Frye was a predominantly white group made up of fourteen students.

When asked about the interaction of a primarily white group of college students with each other and with the majority non-white elementary children whom they were teaching Frye responded, "The group of people I went with was an absolutely amazing, open-minded group of people. But, I've heard horror stories about some groups where some people were so anti-white that it turns the whole group upside down or sometimes you get a white person who pretends to be 'color blind.' You can't be 'color blind' in a city with such distinct racial and class boundaries."

"Other cities in the U.S. aren't immune to this either. The kids are the judges.



Senior Damion Frye contemplates making the switch from student to teacher.

Tina Iyer photo

They're your biggest judges when it comes to your teaching, your personality. The whole 'color blind' thing doesn't fly with them because they see color everyday. They know when someone white is in their classroom and they know that that person sees their color."

Frye feels that students from colleges such as Bates especially benefit from the honesty of the children and the intensity of the program. "I think it's an absolutely wonderful thing [that Bates students attend the program] because of the way I saw people change, the way I saw myself change. People go from being scared and uptight to being open-minded, race-intelligent people. They

[college students who participate] don't try to deny their race or their whiteness. You really find out what you're all about there," Frye said.

Another benefit of the program's urban setting which Frye cited is exposure to a progressive teaching style that really works for the students, "Education in cities is far more advanced, far more well thought out and more readily accepts change."

Frye observed first-grade students reading on a third and fourth grade level and sixth-grade students reading on an eighth grade level and comprehending. Comparing his own experiences to the ones typically portrayed in the media Frye said, "The me-

dia focuses on a few classrooms that are the worst or have bad teachers. I saw some of the best teaching I've ever seen going on."

Frye, who has also taught in Lewiston public schools stated that the emphasis placed on fostering identity, particularly among young women of color, was unlike anything he had ever seen before.

He also referred to a method of teaching which empowers young students to take control of their education, "The textbooks have Black faces and Latino faces. The kids go and read on their own. The responsibility to read is on the kid. You get one or two kids who can't handle the responsibility, but on the whole they do. It shows the kids that the teacher has faith in them to take responsibility for their own education."

The experience had a profound personal impact on Frye, who aspires to attend Harvard's Graduate School of Education and obtain his masters in elementary school education. His time in New York changed how he saw himself and how he saw himself at Bates.

"My experience here was terrible. I didn't want to be here, but I couldn't get financial aid to any place else until I went on this program," he said. "I found who I was and became comfortable with a sense of self and that led me to feeling comfortable at Bates where there's only a handful of people who have similar interests and come from the same background as me."

Frye spoke on living and working in and around Harlem and contrasted a walk through Harlem with a walk through Bates campus, "I felt more comfortable walking through Harlem than through Bates. I know that what I'm thinking isn't that far off from what those people in Harlem are thinking. I know that when I walk and talk it's basically the same as they walk and talk. In other words these were 'my people.' What makes me a Bates student is just the degree I'm getting. With few exceptions, I don't have that connection here."

Ever the enthusiastic teacher, Frye commented that the best part of the program was "having the opportunity to be in school and teach four days a week; you really feel like you're making a difference in somebody's life." The worst part, said Frye, was not being able to be even more involved in the children's lives outside of the classroom.

As a present and future public educator, Frye recommends the program "to anybody who is having trouble with their identity or who thinks they're color blind, and perspective teachers of course."

Interested in the Urban Education Semester? Contact Charles Kovacs in the Office of Career Services. Application deadline for the spring semester is October 20, 1997.
Office of Career Services: 786-6232

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Lunch at Austin's

Feng Liu dishes about his semester at Bates

By MICHELLE WONG
Editor-in-Chief

Feng Liu and I have a few common interests, including the work of English literary theorist Terry Eagleton, student life at Bates and abroad, and social responsibility. Throw in economics and there you have it ... our lunchtime conversation at Austin's.

"Only connect ..." wrote E.M. Forster at the beginning of his modern novel "Howard's End." This is advice I had to keep in mind in piecing together parts of the elliptical two-hour conversation I had with Liu, a man of letters and a visiting lecturer in the department of German, Russian, and East Asian Languages and Literatures.

Our conversation over pasta with pesto took sharp turns and twists, repeatedly crashing into theoretical walls. The following is what I pulled from the wreckage in my notebook:

For Liu and Bates students, the College is just a brief stop on the career path itinerary that leads into the great unknown - what will happen to all of us when we leave.

Liu, who is at Bates only for the fall semester semester, came via a MLA (Modern Language Association) conference whereby academics present papers and a job fair is held for doctoral candidates and others seeking work.

At the time he attended the conference, Liu was a graduate instructor at Duke University in North Carolina, where he is a Ph.D. candidate in English literature. His dissertation concerned Chinese critical theory and contemporary Western thinking and postcolonialism; these are also the areas in which he subsequently taught.

As an instructor at Duke, he said that he worked as "cheap labor." Bates is a better deal, he said, but did not disclose details.

"It's a good idea for the school to cut into its budgetary plan," he said with reference to Bates. "They need somebody to fill the position for only half a year."

So, Liu said, "I'm still in the job market."

A professor who has both learned and taught in China and the United States, Liu said he misses China, "It's a beautiful country." Nonetheless, he plans to remain in the United States.

He is not tied to academia, although all his confided intellectual pursuits are linked to language.

Enter the topic of the scholar Eagleton into our conversation. Liu translates the literary theorist's work into Mandarin. Liu proceeded to question me about him, for Eagleton is stationed at the college where I studied abroad last year.

I said what I know: that the neo-Marxist Eagleton teaches graduate students at Wadham College, Oxford. He also delivers lectures to students from the whole University, and writes books that are quite accessible and understandable.

I said that I attended one of Eagleton's lectures about postmodernism; it was a plug for his latest book. I told Liu that the only parts of the lecture that I understood were Eagleton's jokes.

He nodded, and with that, we were on to Marxism. That gave us a segue into the link of social responsibility to education. Liu then provided a comparison of the habits and attitudes of Chinese and American college students.

"They do have quite a different value system," Liu said about Chinese students. "There has been an influence of the free market economy on Chinese students' and universities' ethical standards, to be responsible and part of the program of building the country."

Chinese students feel that they have social responsibilities to do something for their society, he said. Liu and his peers, who were undergraduates about two decades ago, felt the same way.

Many of these students dream of working for the central government. "The more power you have, the more you can do for your people and your country," he said. "Civil servants dream of the power to do good, not to make money."

Liu is undecided about how he feels about this way of thinking. "I don't know whether it's good or not," he said.

What he is certain of, though, is what he wants students to do, and what he wants to do himself. "I want students to challenge the basic foundation of traditional, Western education," he said. "As a scholar, I'm challenging them, too."

At Duke, Liu said that his students tended to focus on their future careers' potential profitability. Students in his Chinese language classes there intended to learn to communicate verbally, go abroad and get into business, all with the intention of raking



Feng Liu, lecturer in Chinese, kicks back after some grub.

Michelle Wong photo

in the dollars.

Not so at Bates. Sipping caffeine-free diet Pepsi, Liu said that in his courses here, liberal arts majors seem more idealistic than capitalistic.

"I appreciate the ethics and moral standards of Bates students," he said.

But, he said, "They still have to think of a career. They still have to find a way to live in a very decent way" (meaning comfortably).

Faculty members could help students develop a better understanding about what life after Bates can bring, he said. "We should at least give students more of an idea about

what's going on outside of campus."

When I asked Liu to give advice to students, he said that learning a foreign language is one investment that can pay off, and "choosing a class is like making an investment."

From his point of view, "it's not just for fun, or for an interest," he said.

Pausing and smiling, he said, "Maybe it is, if your parents are millionaires."

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Short scenes from the Common Ground Fair



Last weekend, the Windsor Fairgrounds hosted the annual Common Ground Fair, sponsored by the Maine Organic Farmers and Gardeners Association. The three-day fair provided food, crafts, massages, social action literature, plants and furry animals to all interested folks.



Features editor Tina Iyer at the Common Ground Fair, sniffing out honey and beeswax confections, and investigating fleece - not your average Patagonia or L.L. Bean numbers.
Michelle Wong photos

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Application deadline for 1998 Spring semester is October 15, 1997.

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we don't know (yet)?
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One student describes his homeland

Fifty years of nationhood and 5,000 years of history add up a great deal of pride for this Indian national

By SAIF AHMED
Staff Writer

I gladly accepted the request to write an article about India, but I knew that I had committed myself to a difficult task. How do I, as an Indian citizen, talk about my country? Where do I start?

Oh yes! India is the "land of snake-charmers, elephants, and tigers!"

In my lifetime I have seen only one snake-charmer, who happened to be entertaining a group of foreign tourists and obviously making a "quick buck" at the same time.

The latest census lists about 5,000 elephants and 323 tigers on Indian soil.

As many know, India celebrated its 50th anniversary of independence from British rule on August 15. Amidst unparalleled scenes of patriotism, national fervor, and unity, this nation of nearly one billion people (I can't wait till we displace China!) was led to a new awakening. It is a time in history that I will cherish forever, for I was one amongst that billion.

India is a country that thrives on diversity; it is home to almost every faith known to humankind - Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism, Zoroastrianism and Judaism.

There are 35 different regional Indian languages, each spoken by more than a million people. Emerging from these 35 languages are 22,000 dialects within these languages.

Hindi is India's "national language." But it is a "national language" that half the population does not understand. Even Prime Minister H.D. Deve Gowda does not understand this "national language."

The only language which can be ex-

pected to be understood throughout the country is English (thank the British for that). India has the world's largest English-speaking population. "Indian English" perhaps bears the closest resemblance to "British English" outside the boundaries of the United Kingdom.

Indians don't look alike. People in the northeast part of the nation have more East Asian features; those in the south are more dark-skinned; and Northerners tend to be fair, some as fair as Scandinavians (albeit with black hair).

India is a potpourri of cultures, and in India sharing a religion does not mean sharing a culture.

Indian nationalism is the nationalism of the idea of an ever-existing land that is greater than the sum of its contradictions. India is one land accommodating many differences of caste, creed, culture, cuisine, costume and custom.

Throughout its long history, India has been invaded by group after group. However, the difference between the invasion of the British, as opposed to other groups, was that the British, unlike the Aryans, Huns and Turks, were neither interested in integrating with the Indian culture or people. Nor were they concerned with India's own progress.

The main purpose of Britain's "Jewel in the Crown" was to provide cheap labour and raw materials for the Industrial Revolution. The Indians resented this attitude, and after a long and arduous struggle, India finally won her independence from British rule in 1947.

On that glorious day, Jawaharlal Nehru, India's first Prime Minister, said, "At the stroke of the midnight hour, when the world sleeps, India awakes ... to make a tryst with destiny .. to rediscover herself!" And

these 50 years have indeed been a marvelous rediscovery as India has cautiously allowed diversity to settle, grow, and flourish.

India can be proud of her achievements since independence. In the past half century, India can boast such accomplishments as having the world's second highest source of technical manpower, producing more than enough food (India exports rice and wheat) to its people, doubling the literacy rate, and raising the life expectancy 50 percent.

India is also one of the few countries to have launched satellites. It's also a key participant in United Nations peace-keeping missions.

The success that some Indians cherish most is that India is the world's largest

the same time eradicating poverty and illiteracy.

Though India is poised to become the most populated country by 2015, the population rate is currently under control and is going down. India has more than enough space for its inhabitants, but a way must be found to decongest the cities.

It must be realized that India only 50 years into her rediscovery from the seemingly hopeless state that the British left us Indians in (although I can't thank them enough for cricket.)

We have come a long way. It is up to the present generation to lead the country on to greater heights and to that "tryst with destiny."

In the words of Annie Besant (1847-1933), an Irish woman who became a staunch supporter of the Indian independence movement:

"If you know your past, you will be proud of being Indians. A nation which gave too humanity not only religion and philosophy, not only literature and drama, but the most splendid of warriors, the most deathless loyalty, the most sublime patriotism, that nation can never fade from the pages of history except for by the treachery of the children of her own womb!"

Despite all of the difficulties that existed when India gained its independence, India today celebrates its freedom, unity and democracy.

This is the India that has emerged in past few decades - my country, my motherland. A mother's greatness inspires her son at Bates.

We have come a long way. It is up to the present generation to lead the country on to greater heights and to that "tryst with destiny."

democracy, which is monolithic in its structure.

I do not deny that India has a lot of work to do before its "tryst with destiny" - the fulfillment of its potential - is possible.

One of the main challenges for India is to achieve rapid economic growth while at

Write for Features.

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REMINDER TO ALL STUDENT WORKERS

**All payslips must be in by
October 3, 1997.**

**For your convenience, a deposit box is
located in Chase Hall by the mailboxes,
OR bring your paysheet to the Student
Employment Office at 215 College St.**

**On and off-campus jobs are still available
... visit the SEO office to find out more, or
call 786-6303 with any questions.**

**The Capitol Steps will perform on
Saturday, September 27, at 9 p.m. in the
Gray Cage as part of Parents and
Families Weekend. Doors open at 8:30
p.m.**

**The Capitol Steps, the only group in Washington, D.C.
that attempts to be funnier than the Congress, is a
troupe of former Congressional Staffers who travel
the country satirizing the very people that once
employed them.**



Students, faculty debunk media myths about India

What's one to think when the butt of bad press becomes one of the trendiest and most celebrated places on earth?

By TINA IYER
Features Editor

India celebrated its fiftieth anniversary of independence from Britain on Aug. 15, 1997, and the American media ate it up.

Rather than the usual focus on India's disgustingly corrupt democracy, there were stories on the miraculousness of running a democracy of close to one billion people. Instead of the customary reports on the slew of natural disasters that always manage to overrun India, there was commentary on the natural beauty of the landscape. The standard highlights of the desperate poverty of the nation were replaced by news of the vibrant and rich culture and society of India.

For the first time, the press reflected positively on the subcontinent and its progress since independence.

Right. India was, India is, trendy. Hip. Big news. Cool.

India has in fact been popular for quite some time, thanks perhaps to The Beatles and Mia Farrow, to Mother Theresa and Salman Rushdie. The West has looked to India for spirituality and peace, incense and sitars, sensuality and "those dots that women wear on their foreheads" (now available in Japanese department stores, even).

So what does this trendiness mean, if it means anything at all? Does it do anything to change the typical American stereotypes of India as a country of dirt and famine, backwardness and crowdedness? How do those to whom India is more than just a far-away country feel about Indian independence, Indian trendiness, India in the news?

Ben Treat '98 and Hathy Albright '98 were both participants in the South India Term Abroad program during the fall 1996. Living for five months in the city of Madurai, both Treat and Albright experienced an India that they had previously never been exposed to.

"Americans don't know anything about India," said Albright. "I didn't."

Now that he has returned from India, Treat doesn't know how to portray the country or explain the experiences he had there to others. He mentioned an incident when someone said to him, "I think that every person should go to the Third World."

Such a comment did not sit well with Treat, who said, "That type of thinking capsulizes it. It makes us look like Americans at the top of a hierarchy, and we're trying to help Indians."

This well-meaning condescension justifies neocolonialism, according to Treat.

Brinda Tahiliani '98 and Kim Walker '98 travelled to Mumbai (formerly Bombay), Calcutta, and New Delhi last May for four weeks. The two were visiting Tahiliani's family and also doing some research on various women's organizations in India.

Tahiliani had been to India before, but it was a new experience for Walker, who said, "I'm sure I went in with stereotypes, but I got over them quickly. I felt like part of a family."

"So much of it [India] isn't touched upon, how much of India is changing. It's such an exciting time there," said Walker about the way that India is typically portrayed in the American press.

While India may not get great press in the media, negative images of India are not perpetuated by all. Working at an NGO this summer, Tahiliani noted that Western women's groups had a high regard for Indian women's organizations such as the ones she and Walker visited.

"They [Western women's groups] realize the amount that Indian women have to deal with and the amount that they have done nonetheless," Tahiliani said.

India is a country in the process of much change and upheaval. It is dealing with the desire to "keep up" with the West, and



A young boy smiles for the camera outside of a temple in Madurai, Tamil Nadu, India.

Tina Iyer photo

with wanting to maintain its own traditions as well. "They [Indians] haven't figured out how the assimilation thing will go," said Albright of this dichotomous situation.

Lavina Shankar, assistant professor of English, lived in Calcutta through her high school years, although she frequently visited the United States and the United Kingdom. She has lived in New England since her undergraduate days.

A great admirer of ancient and pre-colonial Indian history, Shankar admits that it's difficult to understand or define India. The nation is complex, she said, and "it is an intense place with a long, intense history. It has gone through such dramatic changes in the past one hundred years because of colonialism. India is still reeling."

While many expatriate Indians have a romanticized or deified image of India, Shankar said, "I don't think that I'm protective of some mythic India. I think that I have a much larger view of the world."

Vijay Kalappa '99 has only spent three years of his life living in India, but his parents are Indian citizens, and he visits India regularly. Born in France and now a Dutch citizen, Kalappa has spent his life in England, Nigeria, Holland, and now the U.S.

Although unfamiliar with the American press and its depiction on India, Vijay Kalappa '99 remarked upon the BBC's (British Broadcasting Company) "love-hate relationship with India."

During the month of August, when hype about India was at its most intense, Kalappa noted that many of the BBC's programs focused on the beauty and richness of the Indian nation and culture. At the same time, their world news show would "always show the same image of some child sitting in the streets."

Kalappa also mentioned that the British press tends to exaggerate the consequences of Indian disasters, saying that often times deaths tolls get raised.

While admitting the negativity of the press toward India, when questioned about the trendiness of Indian fashion, such as the popularization of the "Nehru jacket," Kalappa said, "These days it is difficult to separate culture from fashion, but I think it's kind of flattering, actually, the very fact that something Indian has caught the idea of some designer."

India has not just been influenced the world of fashion; Kalappa explained that the trendiest London nightclubs play a fusion of sophisticated techno and complex Indian music.

Kalappa was in London on August 15, and he was there to see British Indians being proud of who they were. If this pride in their heritage is fueled by the fashionability of India, then Kalappa sees no harm in it.

"Second generation Indians, like myself, have really blossomed. Now it's cool to be Indian. They used to try to distance themselves, but now it's the thing to be Indian."

Spirituality is possibly India's most significantly felt influence on the West, but this spirituality is often questioned by those who are familiar with India.

"It is kind of trendy to be all spiritual, but I think it's all bullshit. You go to India and it's not like that. Savvy swamis just play spirituality up for money," said Albright.

Shankar is wary of the appropriation of Indian spirituality in the West. Instead of trying to learn about and understand the depth of Hinduism, she feels that many people merely take what is pleasing to them from the spiritual tradition and leave the rest behind.

Indian spiritualism and philosophy has become "a quick fix approach to peace," Shankar said. Nonetheless, she does not deny the right of people to follow their own path, even if that path really has very little to do with Hinduism per se.

Frequently in the United States, Indians or people of Indian descent are assumed to know a great deal about Indian spirituality. Shankar doesn't mind this assumption, she said. "Partly because I'm thick-skinned, and partly because I'm glad that people are interested. If someone is interested in learning, I'd help them as much as I could," Shankar said.

At the same time, Shankar realizes that she cannot speak for 900 million people.

Of the hype that surrounded the 50th anniversary of Indian independence, Shankar asked, "What does that mean for a country that has been around for 4,000 years?"

Perhaps it means that despite the current spate of trendiness and glowing press, the world still has a great deal to learn about India.



A Hindu god resides in a temple in southern India.

Tina Iyer photo

Listen to Atsuko Hirai at 4:15 p.m. today, and thank G-d it's Friday.

Correction: In last week's Question on the Quad, Sam Judd was reported as saying: "I don't want to be a Spice Girl. I want to be the Spice Guy." His response should have read: "I don't want to be a Spice Girl. I want to be their Spice Guy."

The Arts

Bates Modern Dance Co. opens season

By ANDRIA WILLIAMS
Staff Writer

The stage of Schaeffer Theatre is lined with dancers, bustling with concentrated activity: stretching, spinning, tie-dye T-shirts and sweatpants, swinging ponytails. This is the Bates Modern Dance Company, between sets of a routine they are practicing for this weekend's performances. The atmosphere, while businesslike, also has an air of fun and lightness as the women work through small glitches in the routine.

"Marcy, what should we do about this part?...our arms sort of hit," one dancer says to the instructor, Marcy Plavin, who watches from below the stage with a look that's a combination of serious teacher and concerned mother. The dancers work through the problem, demonstrating how their arms bump, solving the problem almost on their own by retrying the part. "Sort of hold each others' hands, like this," suggests one dancer. They all try it, pleased with the results.

Plavin smiles up from below the stage: "Good, that's right. Now run through it again."

As the music starts and the women take their places, Plavin paces in front of the stage, giving an occasional nod, smile, or word of concern, running her hands through her hair and occasionally interjecting a reminder: "Come upstage! Shoulders, shoulders!" Her eyes are trained on the dancers, who are working on an folk-style piece choreographed by Plavin and titled "Clan."

It's an engaging world, both solemn and a little wild, and a true part of the culture and arts scene here at Bates.

The current Modern Dance Company was started by Plavin herself almost 30 years ago. Prior to Plavin's arrival, there had not been a dance program at Bates since the 1940s.

The company currently consists of about 25 members and has several events planned for the year. Two shows are planned for Parents' Weekend: one on Fri., Sept. 26, and one on Sat., Sept. 28, both at 8 p.m.

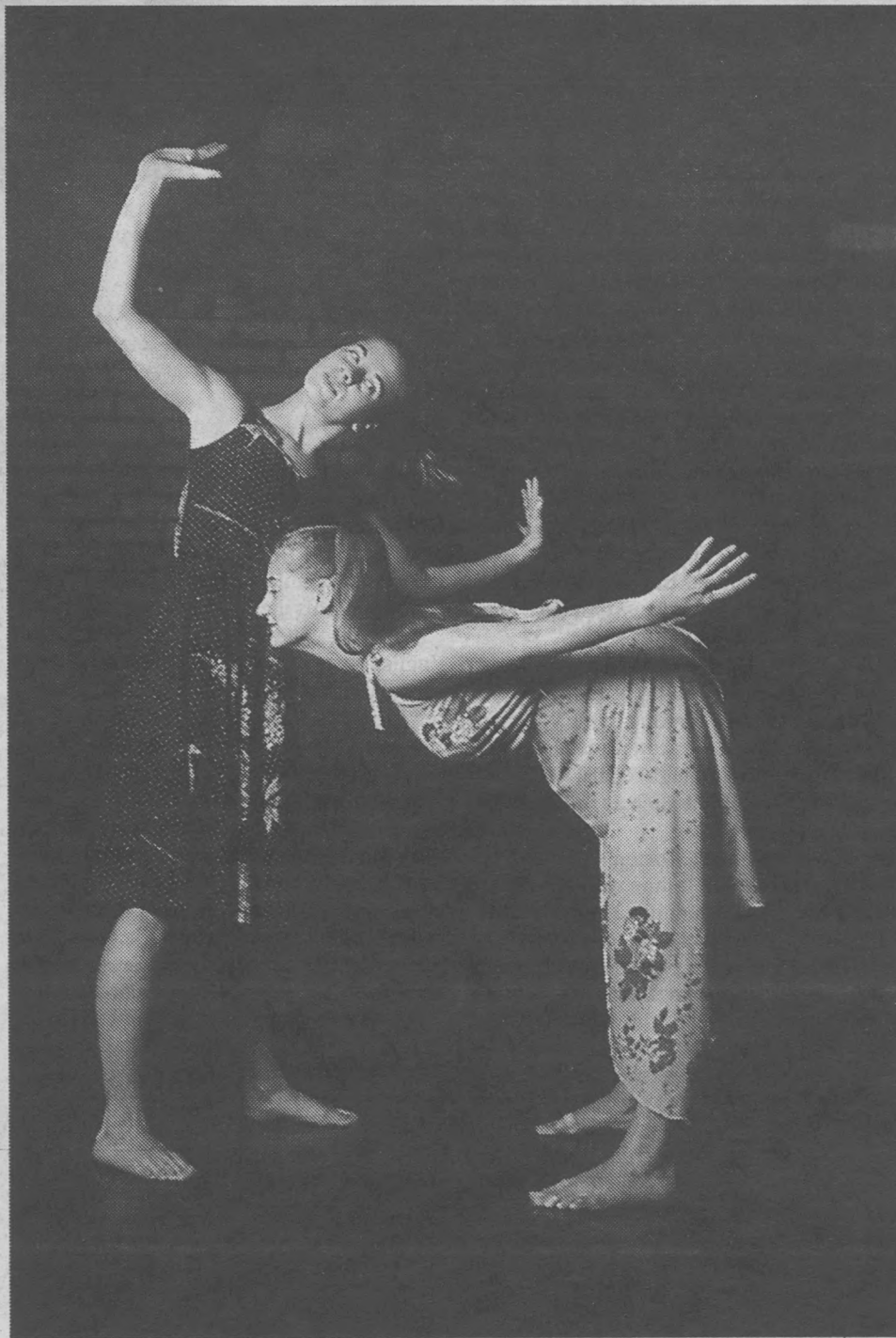
The September concerts are what Plavin calls an "eclectic mix." They feature about 13 pieces, each of which is very unique. One piece, "Voice," is choreographed by Carolyn BonDurant '97, and will be performed by Yona Segal '97, Jennifer Chowning '97, and junior Lyndsey Tangel.

Another piece, called "A Long Time Ago," is choreographed by John Carrafa '76.

Carrafa has worked on various projects in theater, dance and film; one notable work was his choreography of the well-known "Love! Valour! Compassion!", starring Jason Alexander of Seinfeld fame. One other piece, which Plavin deems "hysterical", is an all-male piece known as "The Drewsky Ballet." Plavin will not give details, saying, "you've got to see it."

The company hosts at least one guest choreographer per year, and this year's will be Doug Elkins. Elkins will stay here at Bates for at least a week, give classes, and teach the company a piece for the American College Dance Festival, which is held at a different school every year. One former guest choreographer, Randy James, choreographed a piece that will be performed in the upcoming concert by Tangel and Erin Gottwald '98, called "Susie and Swoozie's Soiree."

In addition to performances and the study of dance, the dance program also helps to teach younger children and encourage them in the world of dance. One way that it does this is through an annual short-term class that is held separately from the Modern Dance Company. In this class, 18 to 20 Bates students learn a dance (past dances have been Latin, African, even a simplified



Erin Gottwald '98 and Lindsey Tangel '99 perform "Susie and Swoozie's Soiree" choreographed by Randy James.

College Relations photo

version of "Stomp") and then spend a day at an elementary school teaching it to students. "We basically storm the school for a day, [and] saturate them with dance," explains Plavin with a smile.

Plavin herself majored in art history and got her M.A. at Wesleyan. She did not dance until college; prior to college she was busy with sports, including basketball, volleyball and softball.

Her dance experience flourished under the instruction of such people as Murray Louis, Alwin Nikolais, Dan Wagoner and Hanya Holm, whom Plavin calls a "dance pioneer."

Similar to Plavin, many of the Bates modern dancers were not always dancers. And they certainly aren't all dance majors.

"I didn't have any modern dance experience before I came here - I started that here," says Jessica Bavier '98, who will perform in three pieces for the upcoming concert, is not a dance major, though she may earn a secondary concentration in dance. Prior to enrolling at Bates, Bavier did jazz, tap, and ballet dancing.

"I've made a lot of friends through dance," Bavier said, encouraging and anyone who's interested to join the program. "I just encourage more people to come out for dance, especially when there's a guest choreographer," she says. "Anyone can dance; they should take advantage of it. It's a great time, and we're always looking for new people and new styles dancing."

Dance provides both an outlet for expression and a physical workout. "Modern dance is based on the kind of dancing I like to do, the music I listen to," says Erika Fulenweider '00. "I like the physical part of dance, as well as the performing, being on stage."

One of the pieces Fulenweider will perform this weekend she composed herself in a dance composition class last year. "It's kind of modern, an athletic variation of mod-

ern dancing, set to an instrumental Beastie Boys song," she explains.

One of the dance program's rising stars is Erin Gottwald '98, who is a dance major.

Gottwald has studied dance since the age of three, and spent about ten years under the tutelage of the Boston Ballet. She says she was given an "incredible experience" last year when she was able to spend a semester studying at the London Contemporary Dance School, a school of about 130 dancers from all over the world.

"It was very intense; we danced about seven hours a day," Gottwald says.

"Modern dance is much different in Europe. In the U.S., it's much more athletic, it veers a lot more from ballet," she says. "There's a huge gap between ballet and modern dance here in the States. Ballet is used as the base for everything in Europe. For a modern dance audition there, they need to see that you've taken ballet. Here, they wouldn't look for that."

The decision to stop her ballet path and come here to Bates was a difficult one for Gottwald. "My thesis is based on that decision," she explains. "It's a one-and-a-half hour show that I had to create, direct, produce - the whole shebang. It's based on a paper I wrote for a poetry class, and the basic theme is the path of human life."

Gottwald describes this path in the form of a tree, with the roots being her ballet past and the branches being her search for personal fulfillment. However, it can be taken in a larger context to include the daily and lifetime struggles that all of us face. "The thesis is about human relationships, and there's a lot of nature in it, a lot of searching for things in life...searching for passion and portraying that onstage."

Gottwald feels that she is different from many in the dance world because of her reluctance to resort to portrayal of only anger in her work. "In London, I saw so much dance that was extracted from negative feelings. In this generation, we are seeing so much anger in all of the arts. It wasn't doing anything for me anymore. I think it's more difficult to create genuine happiness than anger, because we have a lot of anger. I want this to be a completely different experience."

Gottwald's devotion to her craft is evident in all that she does, and words probably sum up the feelings of many of the other dancers when she describes how meaningful the world of dance is to her. "Dance is like my breath," she says with gleaming eyes. "I've done it for so long - it's me - that's how I define myself. That's how I see people, the way they move, the way they interact. Life is a dance."

From the Archives

Holly McNarland's first full length CD, *Stuff*, is a departure from her first folk-orientated EP. On *Stuff*, McNarland embraces her passion and her anger, creating a rock album. This CD fits well with the current commercial alternative radio scene. While this is a solid CD, the songs flow well, and McNarland has a good voice and her style down, the majority of the songs felt too generic to elicit any true emotions from me.

More to my liking was the debut solo album by Tanya Donnelly, formerly of Throwing Muses, the Breeders and Belly. Donnelly has a haunting soprano voice that I enjoy; it lends some familiarity to her other projects. *Lovesongs for Underdogs* is just that - 12 beautiful lovesongs. Ranging from rock ("Bum," "Landspeed Song") to slower, flowing songs ("Manna"), Donnelly mixes the bold and the introspective. The songs are catchy and despite some sadness and questioning found in lovesongs, they leave me feeling happy to have listened to this album.

The Trackhouse, the Valley, the Liquor Store Drive-Thru by Birddog is a fusion of acoustic country and folk that draws the listener in. A blend of soothing songs that blend into me, and notes of country and pop that jolt me awake, the album works both in the background and as a piece of music to sit down and listen to. I would recommend "Killer," "Parked Car Homestead," and "Saturday Night," a catchy song with definite pop qualities. —Ellen Leiba, WRBC recording archivist

Powerful trio tackles family ties

By MARK GRIFFIN
Staff Writer

Rx: Skip therapy this week and take in a matinee of "A Thousand Acres". The widescreen adaptation of Jane Smiley's Pulitzer Prizewinning novel is Shakespeare sheathed in Iowa burlap with a high voltage sorority of superstars—Michelle Pfeiffer, Jessica Lange and Jennifer Jason Leigh—embroiled in a cineplex version of "King Lear".

Tyrannical land baron Larry Cook (Jason Robards) decides to apportion a thousand acres among his three daughters: dutiful though childless Ginny (Lange), bitter and nearly breastless Rose (Pfeiffer) and the uncooperative alienated Caroline (Jason Leigh). Naturally, this results in deceit, betrayal, adultery, damning recriminations and the obligatory courtroom sequence.

In the wrong hands, "A Thousand Acres" could have easily become an enterprise more befitting of Heather Locklear than the formidable talents assembled here. Thanks to a sharp screenplay by Laura Jones and a truly brilliant lead performance, Ms. Locklear's zip code may safely remain 90210.

In an age where adjectives and accolades are flung about as freely as endearments on the Internet, saying that Jessica Lange is translucent perfection in this film almost sounds stingy.

Narrating the film in a raspy, Betty Buckleyish half whisper, Lange manages to penetrate to the bone even when she isn't onscreen. When she is in view, Lange's weathered deflated beauty is reminiscent of the mature Marlene Dietrich and the poignant, shared intimacy of her performance assures her a place among the greatest screen actresses of all time. Having carved an eminently watchable career out of playing psychologically fragile characters—from her acclaimed portrayal of tortured screen star Frances Farmer in "Frances" (Universal Pictures, 1982) to her Oscar winning showcase as the brazenly uninhibited wife in "Blue Sky" (Orion Pictures, 1994)—Lange has proven herself, time and again, as a performer of rare depth and emotionality.

When first introduced to us, the central character of Ginny Cook Smith is the quintessence of eager to please simplicity. After becoming unravelled by a maelstrom of lies, incest and adultery, Ginny is stripped of her illusions in gingham, yet somehow re-



Jessica Lange, Michelle Pfeiffer and Jennifer Jason Leigh star as three sisters whose unspoken rivalries and long-guarded secrets surface when the family farm is divided among them.
Ron Batzdorff photo

mains hopeful. The role requires a sensitive command and enormous versatility. Jessica Lange delivers a performance as delicate, deeply felt and deceptively simple as a haiku poem.

Equally affecting, yet housed in a more self-conscious performance, is Michelle Pfeiffer's Rose Cook Lewis. There's always been an undercurrent of danger lurking beneath Pfeiffer's feline allure but here the cork has finally been allowed to pop. Singularly determined to exact revenge on an abusive father while forcing others to feel her pain, Pfeiffer's eyes simultaneously suggest the glare of high beam headlights as well as the defenselessness of a deer caught in their blaze.

A number of recent films, including "The Prince of Tides", "Marvin's Room" and

"Crimes of the Heart", have all made well intentioned pilgrimages into the spheres of the family politics and celluloid psychoanalysis. "A Thousand Acres" explores similar terrain and although its smorgasbord of dysfunction was long ago scavenged by the likes of Jenny Jones and Ricki Lake, the film steers clear of self indulgent excess by virtue of Smiley's poetry and the unwavering commitment of its female stars.

Despite its undeniable virtues, "A Thousand Acres" is seriously marred by what appears to be some rather injudicious editing. This alleged streamlining results in the Robards character conveniently morphing from overbearing elder statesman into a raving lunatic within a matter of minutes. The storm (both literal and blatantly metaphorical) that visits Robards' family

seems oddly abbreviated and more like a misty drizzle than the central, transformative event intended.

Though prominently billed in the credits, character actress Anne Pitoniak utters but a word or two in the release print and then promptly disappears. Likewise the talented Kevin (as Pfeiffer's boorish husband)—is with a handful of lines in a few scenes, can be briefly spotted on the perimeters of others before he compliantly succumbs. Even with some of its potency pared into the periphery, "A Thousand Acres" remains a must see because Jessica's better than ever; no one has time to read anymore (even Pulitzer winners) and at matinee prices, this King Lear reminds us that a real home should never want for fences.

Arts in Maine

AT BATES

Friday, September 26

Bates Modern Dance Company in Concert
8 p.m. Shaeffer Theatre
Admission free

"The Ugly Ducklings" by Carolyn Gage
6 p.m. Gannett Theater
Admission \$2

Concert scheduled to be given by folk Singer Ian Macintosh in Chase Hall Lounge has been cancelled.

Saturday, September 27

Bates Modern Dance Company in Concert
8 p.m. Shaeffer Theatre
Admission Free

"The Ugly Ducklings" by Carolyn Gage
6 p.m. Gannett Theater
Admission \$2

Sunday, September 28

"The Ugly Ducklings" by Carolyn Gage
2 p.m. Gannett Theater
Admission \$2

Tuesday, September 30

Noonday Concert featuring organist Marion Anderson performing Choral Preludes, Op. 122 by Brahms
12:30 p.m. Bates College Chapel
Admission free

Dupont String Quartet
with soprano Christina Astrachen performing pieces by Mozart and Schoenberg
8 p.m. Olin Concert Hall
Admission free

OLIN MUSEUM OF ART
786-6158

Alex Grey "Numinous Flesh"
Ongoing

Lower Gallery: Collection Highlights
paintings, prints, drawings and sculpture
Ongoing

IN MAINE

PORTLAND MUSEUM OF ART
775-6148

Seurat to Severini: Masterworks on Paper from the Robert and Maurine Rothchild Family Collection
through October 5

Andrew Wyeth at 80: A Celebration
through October 13

SALT CENTER FOR DOCUMENTARY
FIELD STUDIES
761-0660

Hanging out and Hearth
Documentary Photography by Kate Philbrick and Judy Bennett
through December 6

BOWDOIN COLLEGE MUSEUM OF ART
725-3275

Portraits from the Permanent Collection
Bowdoin Gallery
ongoing exhibition

Butoh: New Color Photographs by Kevin Bubriski
Becker Gallery
through September 28

Africa: Visions and Re-Visions
John H. Halford Gallery
through October 19

Dans la Zibeline du Zob: An Installation by Michele Blondel
Boyd Gallery
through December 7

Divine Love and Martyrs' Death: Renaissance and Baroque Images of Saints
Twentieth Century Gallery
through December 7

Write for Arts. Write for Arts. Write for Arts. Write for Arts. Write for Arts. Write for Arts.

Sports

Men's Cross Country runs for glory in '97

Bobcat harriers ranked 21st nationally

By EVAN JARASHOW
Staff Writer

As the temperatures begin to drop and the grind of the school year begins to set in, the Bates Cross-Country team is just getting warmed up. Heading into the season they had an astounding ranking of 21st in the nation. Although they have suffered minor setbacks along the way and their ranking will probably suffer, they are still a force on the running scene.

The team is clearly paced by co-captain Justin Freeman '98. He had a fantastic season in 1996, and has stepped it up even more this year. He won the opening 5-mile race of the year with a time of 24:55 at the annual Bates alumni meet. Freeman has two wins to his name already this season, and he will undoubtedly be trying for his third this weekend at the Codfish Bowl in Boston, MA. According to head coach Al Fereshetian, "Justin is running exactly the way we hoped he would, and he should respond later in the season when we start to add some speed to the workouts."

The reality of a team is that it takes more than one runner to win a meet. Although Freeman has dominated the competition, the rest of the team is noticeably behind. In the first few races the time gap from 1-5 (the scoring members of a team) hovered at around two minutes. Although that gap has been shrinking daily, in order for the team to compete at a higher level it must continue to decrease. The pack is led by Mike Danahy '00, and the up-and-coming Matt Twiest '00. Twiest was Bates' lead man last year, and was the number one freshman at the NCAA Division III championships, where he finished 43rd overall. Danahy has an impressive track record too, as he was the third

runner for Bates last season. Both men will help guide the pack toward Freeman in the front. This season's pack includes Steve Dutton '00, Brendan Haahes '00, Chris Lupo '01, Steve Mague '01, and John McGrath '00.

The Bobcats have a promising future given the youth of the team, but coach Fereshetian also wants to see growth, improvement, and competition this season. The goal is to have each runner improve himself, and thereby improve the team. Many other runners have come into the season in great shape with the hope of impacting the team. These runners are led by co-captain John Cullinan '99. It is evident that Cullinan put in a great summer, and it has shown in the results as he ran 30:19 on a very hilly and challenging course last weekend at Tufts University to place 9th overall for the Bobcats. Although Bates lost to both Tufts (33) and M.I.T. (44) (Bates, 55), the experience was positive. It gave the team a sense of what the competition will be like this season. The weather also could have been much more helpful. Since the team is used to training in the seasonal Maine climate, the high humidity and temperatures in the low 80's did not help. Coach Fereshetian does not like to dwell on the down moments of a season, such as last week's meet, and has set the goals quite high for the season. He wishes to focus on these goals and strive for them.

This season's success will be determined largely by the runners themselves. This year's team has set a precedent for the kind of attitude that a Bates runner must possess. The team is determined to win, and all are making their respective efforts to push themselves to that level. This weekend the harriers will travel again to Boston to defend their title at the Codfish Bowl; hopefully this result will be better than the last.



Defensive back Kevin Jackson '01 takes down a Trinity ball carrier during the Bobcats' loss. Megan Shelley photo

Football: the week after

Parents' Weekend match against Tufts offers one of season's best chances for redemption

By EVAN JARASHOW
Staff Writer

As the maintenance staff prepares the campus for Parents Weekend, the football coaching staff is similarly making adjustments to their game plan in preparation for one of the biggest games of the season. In what could be the team's most heavily attended game this year, the Bobcats will take on the Tufts Jumbos. The 'Cats will be out to make amends for last weekend's disappointment.

Head Coach Rick Pardy blames last weekend's loss largely on what he calls "mental mistakes." In general, it is clear that the Bobcats did not rise to the occasion of playing one of NESCAC's powerhouse teams. Admittedly, Bates did get the short end of the stick on a number of occasions due to referee error, but that does not account for the end result.

The team's youth was evident in last week's performance. Experience hones one's abilities to adjust, and the lack thereof made it hard to read many of the Trinity plays. According to coach Pardy, the 'Cats were thrown into many plays that they were not expecting because Trinity had not used them in past years. As a result, Trinity broke open a few big plays as evidenced by running back Sherman Francis who gained 215 yards rushing.

Despite the 31-6 final tally, the situation was not as dismal as it would seem. There were a number of bright spots that are noteworthy: quarterback Chris Snow '98 did a good job throwing the ball in the first quarter, and also punted well; Paul Erickson '00 displayed his power by kicking off into the end zone; and the Bobcat defense was very solid in the second quarter. Although last week was a general disappointment, the 'Cats have used it to fuel this week's fire. This week Bates takes on Tufts, and this may be the one to watch. Last year's matchup against the Jumbos was an exciting one, which saw the Bobcats take the lead into the second half, but then lose it later in the game.

Both teams have the ability to score. Tufts put 33 points on the board last weekend, but still lost to Wesleyan who tallied 51. Although the Bobcat offense was stifled before, given the various weapons the team possesses, they should be able to produce. If Bates is to win this weekend, they must put more points on the scoreboard and the defense must shut down the Tufts offense, namely the Jumbos' wide receivers and Quar-

terback Dan Morse. Morse is very athletic and can scramble effectively. His style is similar to that of Trinity QB Joe Mullaney, who gave the 'Cats defense more than they could handle last weekend.

Undoubtedly the stand out players from last weekend, Snow, fullback Alexi Whitney '00, and defensive back Paul Calner '00 - Special Teams, Offensive, and Defensive Players of the Week, respectively - will be called upon to produce again. The Bobcats need much more of a team effort, and they need the younger players to assume prominent roles on the team. "Last week was a great learning experience for many of the younger players, but in order to win we must eliminate the mental mistakes, and we absolutely must execute on both sides of the ball," said Coach Pardy.

Last weekend we saw a team with a stagnant offense, and a lack-luster defense. The truth is that the talent is there, and so is the experience. The problem is going to be getting the two to mesh on the same day. If that happens, this team can compete with almost anybody in the league. Let's hope it all comes to life this Saturday at 1:30 p.m. at Garcelon Field.

Tennis tops USM

By MARY ELLEN HENNESSEY
Staff Writer

The Bates women's tennis team defeated the University of Southern Maine on Wednesday by a score of 9-0. Winners included singles players Jenn Russo '01, Suzanne Daly '01, Janice Michaels '00, Natalie Herald '99, Kara Rooney '01, and Emily Carleton '01. In addition, all three doubles teams brought home amazing victories over the USM team. Doubles winners were Russo and Daly, Michaels and Shearer, and Herald and Emily Kleinman '98. So far, the first-year team of Russo and Daly remain undefeated in singles play, while doubles team Michaels and Shearer hold their undefeated title at the number two position. With excellent play like this, the team looks forward to a tough match at Colby next Tuesday, September 30. Coach John Illig comments, "It will be one of the toughest matches we'll play all year, and one that we especially all want to win."

The Bates Student needs a sports editor. BADLY.

Our interim sports editor doesn't know jack about sports, and can't keep doing this forever. So why not get paid \$50 per issue to cover something you enjoy? Fill a job once held by Bryant Gumbel! Call x7494 for info.

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Scoreboard

NESCAC Results

Teams are listed in alphabetical order. NESCAC is not a playing conference and does not maintain standings. Results are current as of Monday, September 22.

Football

School	Win	Loss	Pct	Streak
Amherst	1	0	1.000	Won 1
Bates	0	1	.000	Lost 1
Bowdoin	0	1	.000	Lost 1
Colby	0	1	.000	Lost 1
Hamilton	0	1	.000	Lost 1
Middlebury	1	0	1.000	Won 1
Trinity	1	0	1.000	Won 1
Tufts	0	1	.000	Lost 1
Wesleyan	1	0	1.000	Won 1
Williams	1	0	1.000	Won 1

Field Hockey

School	Win	Loss	Pct	Streak
Amherst	4	0	1.000	Won 4
Bates	1	2	.333	Lost 2
Bowdoin	3	1	.750	Lost 1
Colby	2	1	.667	Won 1
Connecticut Coll.	1	2	.333	Lost 1
Hamilton	0	4	.000	Lost 4
Middlebury	3	0	1.000	Won 3
Trinity	2	0	1.000	Won 2
Tufts	1	2	.500	Won 1
Wesleyan	3	0	1.000	Won 3
Williams	1	1	.500	Lost 1

Men's Soccer

School	Win	Loss	Tie	Pct	Streak
Amherst	3	0	1	.875	Tied 1
Bates	2	1	0	.667	Won 1
Bowdoin	3	0	0	1.000	Won 3
Colby	2	1	0	.667	Lost 1
Connecticut Coll.	1	1	1	.500	Tied 1
Hamilton	0	1	1	.250	Lost 1
Middlebury	1	1	0	.500	Lost 1
Trinity	2	0	1	.833	Won 2
Tufts	3	0	0	1.000	Won 3
Wesleyan	1	1	0	.500	Lost 1
Williams	2	0	0	1.000	Won 2

Women's Soccer

School	Win	Loss	Tie	Pct	Streak
Amherst	2	1	0	.667	Won 1
Bates	3	2	0	.600	Won 2
Bowdoin	4	0	0	1.000	Won 4
Colby	2	1	0	.667	Won 1
Connecticut Coll.	2	2	0	.500	Lost 1
Hamilton	1	1	1	.500	Won 1
Middlebury	1	1	0	.500	Lost 1
Trinity	1	2	0	.333	Lost 1
Tufts	3	1	0	.750	Lost 1
Wesleyan	2	1	0	.667	Lost 1
Williams	2	1	0	.667	Won 2

Women's Volleyball

School	Win	Loss	Pct	Streak
Amherst	7	2	.778	Won 1
Bates	4	6	.400	Won 1
Bowdoin	1	4	.200	Lost 1
Colby	5	6	.455	Lost 2
Connecticut Coll.	3	5	.375	Lost 5
Hamilton	2	4	.333	Lost 4
Middlebury	8	1	.889	Won 5
Trinity	2	1	.667	Won 1
Tufts	3	6	.333	Won 1
Wesleyan	2	2	.500	Lost 1
Williams	7	1	.875	Won 1

Men's Cross Country

at Tufts (Sat., Sept. 20)

The Bobcats, ranked fourth in New England, hoped to take out two of the other

top 10 teams in the region, Tufts and MIT. After senior co-captain Justin Freeman won the race by nearly 15 seconds, and Mike Danahy '00 finished ninth, the rest of the team was bunched from 15th to 18th places.

Team scores: 1. Tufts, 31; 2. MIT, 44; 3. Bates, 55.

Individual results: 1. Justin Freeman, Bates, 26:57; 2. Mike Parkins, MIT, 27:11; 3. Jason Burke, Tufts, 27:17; 4. Rod Hemmingway, Tufts, 27:26; 5. Chris McGuire, MIT, 27:29; 6. Matt Lyons, Tufts, 27:31; 7. Mark Strauss, MIT, 27:53; 8. Rich Hemmingway, Tufts, 28:06; 9. Michael Danahy, Bates, 28:08; 10. David Patterson, Tufts, 28:14; 15. Chris Lupo, Bates, 29:06; 16. Steve Dutton, Bates, 29:07; 17. Brendan Haehsy, Bates, 29:14; 18. Matt Twiest, Bates, 29:18.

Women's Cross Country

UMass-Dartmouth Invitational (Sat., Sept. 20)

Junior Adelia Myrick was second overall and the top Div. III finisher as the Bobcats finished fourth of 20 teams at UMass Dartmouth. Senior Abby Phelps placed 11th.

Team scores: Trinity, 67; Southern Conn., 76; Springfield, 80; Bates, 129; MIT, 131; Coast Guard, 138.

Bates individual times: 2. Adelia Myrick, 18:29; 11. Abby Phelps, 19:03; 32. Kim Walker, 19:51; 43. Lauren Nally, 20:18; 44. Ellen Humphrey, 20:19; 49. Kristen Oelberger, 20:23.

Field Hockey

Trinity 2, Bates 1, (Sat., Sept. 20)

In their second straight game with a 1996 postseason qualifier, coach Stacey Watts' field hockey team (1-2) lost a difficult 2-1 decision to Trinity (2-0). The Bantams' only two goals came on penalty strokes, while first-year forward Carlin Aloe redirected home a shot from just inside the circle off the stick of junior Rosie Lenehan with less than a minute remaining in the first half to tie the game at one. First-year goalkeeper Peggy Ficks had another outstanding game in goal, allowing just the two penalty stroke to get past, while making 27 saves.

Trinity (2-0)	1	1	2
Bates (1-2)	1	0	1

Scoring summary: T1, Kate Leonard, 27:19; B1, Carlin Aloe (Rosie Lenehan) 0:50; T2, Amanda Tucker, 9:24.

Goalie saves: B, Peggy Ficks, 27; T, Kristen Skedd, 5.

Bates 1, Stonehill 0 (Thurs., Sept. 25)

Coach Stacey Watts got an outstanding performance from her defense as the Bobcats posted a 1-0 shutout over Division II Stonehill College Thursday. Junior Rosie Lenehan scored the only goal of the game at the 25 minute mark of the second half. First-year goalkeeper Peggy Ficks made 16 saves for her second career shutout.

Football

Trinity 31, Bates 6 (Sat., Sept. 20)

Trinity (1-0) head football coach Don Miller equaled the New England Division III record with his 168th career win with a 31-6 triumph over Bates (0-1) today. Miller, in his 31st season as Bantam coach, ties Amherst coach James Ostendarp. Trinity was paced by junior running back Sherman Francis,

who had 215 yards of total offense. He rushed for 132 yards on 21 carries and caught two passes for 83 yards. He scored two touchdowns, including a 66-yard reception. Bates scored its only touchdown on a quarterback scramble by sophomore Matt Bazirgan in the last minute of play.

Trinity (1-0)	14	10	0	7	31
Bates (0-1)	0	0	0	6	6

Scoring summary:

Trinity: Sherman Francis, 5-yard run (Andy Reimer kick), 6:54 into 1st quarter.

Trinity: Francis, 66-yard pass from Joe Mulaney (Reimer kick), 13:47 1st.

Trinity: Mulaney, 1-yard run (Reimer kick), 6:31 2nd.

Trinity: Reimer, 27-yard FG, 14:59 2nd.

Trinity: Doug Borgerson, 28-yard interception return (Reimer kick), 0:10 4th.

Bates: Matt Bazirgan, 4-yard run (kick blocked), 14:26 4th.

Golf

Bowdoin Invitational at Brunswick G.C. (Sat.-Sun., Sept. 21-22)

The Bobcats had an outstanding opening day at the Brunswick Golf Club, firing a team score of 348, putting them just five strokes off the lead. Senior captain Tim Sargent led the way, shooting an 84, tying him for second place after one round. Sophomore Jeff Snyder and junior Peter Coleman, who shot 86 and 87 respectively on Sunday, joined Sargent as one of only three sets of teammates to shoot sub-90 rounds on the opening day. Unfortunately, Monday's results were not as forgiving, and the Bobcats dropped five places in the standings. Sargent's 176 overall score tied him for 11th place, while Coleman's 179 was good for 14th.

Team results: 1. St. Anselm, 698; 2. Maine-Farmington, 699; 3. Tufts, 713; 4. Thomas, 714; 5. Bates, 723; 6. Bowdoin (White), 725; 7. Colby, 729; 8. Husson, 734; 9. Southern Maine, 738; 10. Brandeis, 742; 11. Maine Maritime, 745; 12. MIT, 754; 13. Bowdoin (Black), 764.

Bates results: Tim Sargent, 84 92 176; Pete Coleman, 87 92 179; Jeff Snyder, 86 95 181; Matt Delehanty, 91 97 188; Percy Stith, 100 96 196; Total, 348 375 723.

Men's Soccer

Bates 3, Plymouth State 2, OT (Sat., Sept. 20)

The Bates College men's soccer team (2-1) needed overtime to defeat No. 6 in New England Plymouth State College (3-2), 3-2. With the game tied at one at halftime, the Panthers came out quickly in the second, knocking home a header off a corner kick just over six minutes in. Play went back and forth the rest of the second half, until junior forward Eric Trickett headed home his second goal of the game on a nifty cross from sophomore midfielder Andy Apstein. The game was decided seven minutes into overtime when first-year midfielder Lakota Denton notched his third goal of the season on a penalty kick.

Plymouth State (3-2)	1	1	0	0	2
Bates (2-1)	1	1	1	0	3

Scoring Summary: PSC, Brett Scaccia (Danny Gilbertson), 19:21; B, Eric Trickett (Lakota Denton), 22:42; PSC, Gilbertson (Milton Medeiros), 51:47; B, Trickett (Andy Apstein), 91:01; B, Denton, 97:13.

Goalie Saves: B, Brian Anton, 2; PSC, Magnus Karlson, 5.

Bates 5, Husson 1 (Wed., Sept. 24)

The Bates College men's soccer team won its second straight home non-conference game behind a first-half hat trick from first-year midfielder Lakota Denton. All three goals were headed in off a crossing pass. The first goal came in the 23rd minute of play from junior co-captain Chad LaFauci. The second was six minutes later from junior forward Eric Trickett. The third was in the 38th minute from fellow first-year player Brian Stevens, who recorded his first collegiate point. Denton had his first collegiate hat trick and now leads the team with six goals and 13 points. LaFauci went on to record two more assists in the second half, one a beautiful downfield lead pass to sophomore Andy Apstein, the second a scrum in front of the net which was blasted home by senior JK Werner.

Husson (4-3)	0	1	1
Bates (3-1)	3	2	5

Scoring Summary: B, Lakota Denton (Chad LaFauci), 23:41; B, Denton (Eric Trickett), 29:45; B, Denton (Brian Stevens), 38:30; H, Kevin Burton (Joey Melanson), 54:52; B, Andy Apstein (LaFauci), 70:03; B, JK Werner (LaFauci), 89:20.

Women's Soccer

Bates 5, Trinity 0 (Sat., Sept. 20)

The Bates College (3-2) women's soccer team returned to its 1996 form with a convincing 5-0 win over Trinity (1-2). With time winding down on a scoreless first half, sophomores Kelly Heath and Kate O'Malley scored a minute apart in the final five minutes. After assisting O'Malley's goal, junior Colleen McCrave (Walpole, Mass.) added two goals of her own in the second half.

Trinity (1-2)	0	0	0
Bates (3-2)	2	3	5

Scoring Summary: B, Kelly Heath (Kate O'Malley), 42:56; B, O'Malley (Colleen McCrave), 43:53; B, McCrave (Jolene Thurston), 52:05; B, McCrave (Thurston), 54:51; B, Katie Dodson (Kara Bristow), 67:07.

Goalie Stats: B, Susie Arnold, 68 Min, 2 SV; B, Katie Hammond, 22 Min, 1 SV; T, Michele Forte, 90 Min, 19 SV, 5 GA.

Women's Volleyball

Bates Round Robin (Fri.-Sat., Sept. 19-20)

Marsha Graef's volleyball team (4-6) finished right in the middle of the Bates Round Robin tournament, defeating Rowan University and Colby, and falling to Middlebury and Gordon. First-year setter Kate Hagstrom earned her second straight All-Tournament honors. Middlebury went 4-0 to win the title.

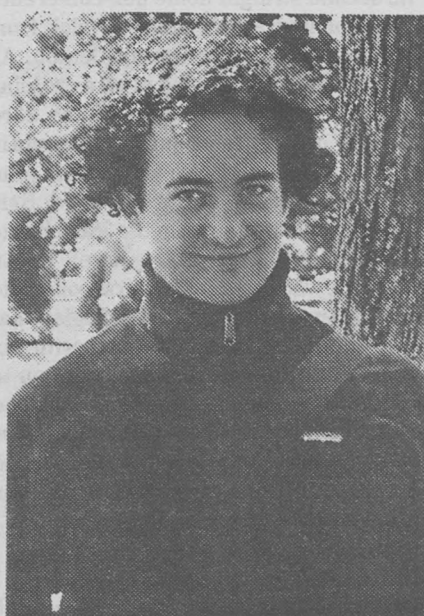
Bates def. Rowan, 15-9, 14-16, 15-6, 15-12
Middlebury def. Bates, 15-10, 15-2, 15-11
Gordon def. Bates, 15-12, 15-7, 15-9
Bates def. Colby, 4-15, 15-8, 15-8, 15-5

Univ. of New England at Bates (Wed., Sept. 24)

Bates (5-6) defeated UNE (1-7). Match scores were 15-8, 15-0, 15-12.

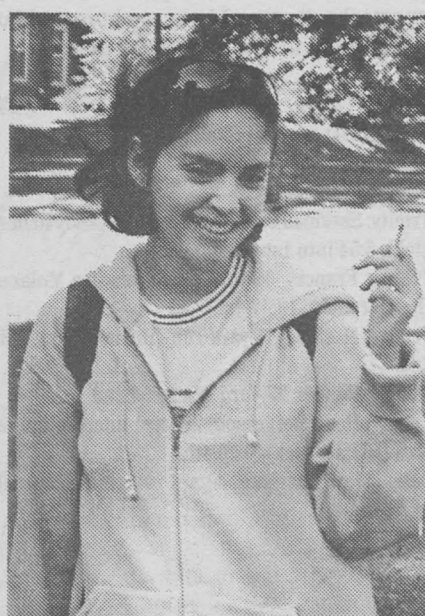
Question on the Quad

Why should Bates have a Greek system?



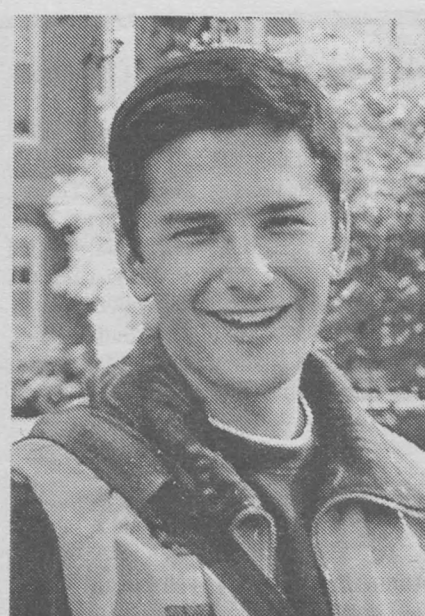
"Sex, drugs and violence."

Sam Segal '98



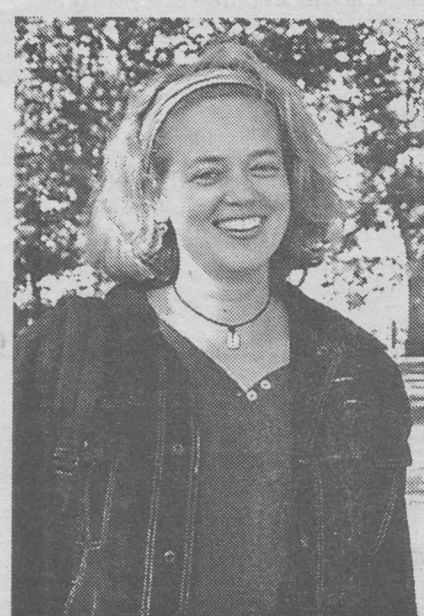
"Beef! There are too many vegetarians on campus."

Cali Mortensen '98



"So you can get some friends, Glen."

Pete Kawada '98



"Because there aren't enough white hats on campus already."

Caitlin Sweeney '98

Reported by Glen Philley • Photos by Elizabeth Purinton

Parents and Families Weekend 1997

Schedule of Events

Friday, September 26

8 a.m. - 4 p.m.
Classes open to parents
Schedule available at Registration.

9 a.m. - 9 p.m.
Registration
Olin Arts Center Lobby

10 a.m. - 1:15 p.m.
Lunch (\$4.75)
Memorial Commons

4:15 p.m.
The Edmund S. Muskie Archives presents
"T.G.I.F."
113 Carnegie

4:30 p.m. - 6 p.m.
Faculty Receptions
Humanities Division - Edmund S. Muskie Archives
Natural Sciences & Mathematics Division - Carnegie Science Hall Lobby
Social Sciences Division & Interdisciplinary Programs - Chase Lounge

4:30 p.m. - 7 p.m.
Dinner (\$6.00)
Memorial Commons

6 p.m.
Theater Production: Ugly Ducklings
Gannett Theater

7 p.m.
Concert: Merimanders/Deansmen/
Crosstones
Olin Concert Hall

8 p.m.
Modern Dance Concert
Schaeffer Theatre

9 p.m.
Concert: Merimanders/Deansmen/
Crosstones
Olin Concert Hall

Saturday, September 27

7 a.m. - 10:30 a.m.
Breakfast (no charge)
Memorial Commons

7 a.m. - 11 a.m.
Ski Team Breakfast
meet in Chase Hall Lounge

9 a.m. - noon
Registration
Olin Arts Center Lobby

9:30 a.m.
Panel Discussion "The Internship Experience"
Olin Concert Hall

10:30 a.m.
Panel Discussion "The New Academic Building: Contexts for Creative Teaching and Learning"
Olin Concert Hall

11 a.m.
Men's Soccer vs. Tufts
Central Ave. Field

11:30 a.m. - 1:30 p.m.
Buffet Luncheon
Merrill Gymnasium

noon
Women's Soccer vs. Tufts
Lafayette Field

noon
Field Hockey vs. Tufts
Russell Street Field

1 p.m.
Dragonboat Race, sponsored by Sangai Asia
Lake Andrews

1 p.m.
Men's Rugby vs. UMF
John Bertram Field

1:30 p.m.
Football vs. Tufts
Garcelon Field

1:30 p.m. - 3 p.m.
Poster Session on Student Research & Service-Learning Projects
Mays Center

1:30 p.m. - 2:30 p.m.
Information Session: Study Abroad Opportunities
Olin Concert Hall

1:30 p.m. - 2:30 p.m.
Information Session: Career Counseling at Bates
OCS

1:30 p.m. - 3:30 p.m.
Planetarium Shows
Carnegie Science Hall
Please make reservations at the Carnegie information desk.

2:30 p.m. - 3:30 p.m.
Admissions Presentation
Lindholm House

2:30 p.m. - 3:30 p.m.
Library Tour

2:30 p.m. - 3:30 p.m.
Information Session: Health Center
Health Center

2:30 p.m. - 3:30 p.m.
Information Session: Staying in Touch with Your Student Electronically
BI Room, Library

3:30 p.m.
Open Rehearsal/Strange Bedfellows
Olin Concert Hall

4 p.m. - 6 p.m.
President's Reception
256 College St.

4:30 p.m. - 7 p.m.
Dinner (\$6.00)
Memorial Commons

5:30 p.m. - 7 p.m.
Buffet Dinner (by reservation only - SOLD OUT)
Underhill Arena

6 p.m.
Theater Production: Ugly Ducklings
Gannett Theatre

8:00 p.m.
Modern Dance Concert
Schaeffer Theatre

9:00 p.m.
The Capitol Steps in Concert
Gray Cage

Sunday, September 28

9:00 a.m.
Roman Catholic Mass
The Chapel

10:00 a.m.
Ecumenical Protestant Service
The Chapel

10 a.m.
Bagel Brunch for Parents & Students, sponsored by JCC
Benjamin E. Mays Center

10:30 a.m. - 12:30 p.m.
Brunch (\$5.75)
Commons

2 p.m.
Theater Production: Ugly Ducklings
Gannett Theater

2 p.m.
Women's Soccer vs. Babson
Lafayette St. Field